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ABSTRACT

This curriculum guide is designed for both new and experienced teachers of educable mentally retarded pupils. It contains an explanation of the life-problem curricular concept and a discussion of the psychology of learning applicable to these pupils. Each section of the guide corresponds to the specific objectives listed in SO 000 473. They include expected outcomes, suggested learning experiences, discussion and review questions, and lists of materials with which the sample lesson plans can be implemented. (SBE)

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SOCIAL STUDIES FOR EMR PUPILS

TEACHER RESOURCE MATERIAL

AN INSTRUCTIONAL BULLETIN FOR
JUNIOR HIGH SCHOOLS

LOS ANGELES CITY SCHOOLS • DIVISION OF INSTRUCTIONAL PLANNING AND SERVICES
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FOREWORD

This instructional bulletin is one of three publications designed to provide a sequential development of skills for educable mentally retarded pupils in junior high school social studies. These publications represent a coordinated effort to fulfill a need that has long been expressed by teachers of EMR pupils for a workable outline implemented by practical activities and pupil material.

Each of the three publications is an essential part of the instructional program. The course of study contains a detailed, developmental outline, while the accompanying curriculum guide includes sample lesson plans, descriptions of suggested activities basic to an effective program, and lists of materials with which it can be implemented. The third title in the series consists of material for EMR pupils which has been adapted to their knowledge and understanding of the world in which they live.

SP 000 414

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Arlene Ainsworth	Nightingale Junior High School
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Phylis Harris	Adams Junior High School
Arlene Herman	Carnegie Junior High School
Charlotte Higuchi	Adams Junior High School
Even Lozos	Nightingale Junior High School
Geard McCallum	Markham Junior High School
Betty S. Mills	Sun Valley Junior High School
Bereanice Moore	Berendo Junior High School
James Morris	Belvedere Junior High School
Timmie Perstein	Airport Junior High School
Thomas Powell	Berendo Junior High School
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ALFRED T. CLARK, JR.
Director, Secondary Curriculum
Instructional Planning Branch

FRANK M. HODGSON
Assistant Superintendent
Instructional Planning Branch

APPROVED:

OTTO E. BUSS
Associate Superintendent
Division of Secondary Education

MILDRED NASLUND
Associate Superintendent
Division of Instructional Planning and Services

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PURPOSES OF PROGRAM FOR EMR PUPILS

The purpose of the instructional program for educable mentally retarded pupils in the junior high school is to assist them in becoming well-adjusted, contributing, and self-supporting members of their community by realistically meeting their educational and training needs. The program is designed to help pupils to:

- Understand and adjust to the physical environment.
- Become responsible family members.
- Learn to maintain desirable mental and physical health habits.
- Accept personal and civic responsibility.
- Learn the basic communication, computation, and consumer skills.
- Develop the ability to hold jobs.
- Appreciate beauty and learn desirable leisure-time activities.

PURPOSES OF SOCIAL STUDIES PROGRAM

The social studies curriculum in junior high school is designed to assist educable mentally retarded pupils in:

Seventh Grade

- Developing self-realization
- Understanding and adjusting to the contemporary scene
- Recognizing the value, function, and responsibility of the family in relationships with school, church, community, state, and nation
- Understanding how geography affects our culture

Eighth Grade

- Becoming a responsible citizen
- Becoming aware of historical events and appreciating the American way of life
- Appreciating man's need for security and peace; understanding the role of the United Nations

Ninth Grade

- Learning about and understanding the way of life of people of other nations
- Getting acquainted with occupational opportunities and developing economic efficiency
- Making proper use of leisure time

SEQUENCE AND SUGGESTED TIME ALLOTMENT

Seventh Grade

I. DEVELOPING SELF-REALIZATION

Self-knowledge
Self-respect
Relationships with Others
Code of Values

II. UNDERSTANDING AND ADJUSTING TO THE CONTEMPORARY SCENE

School Environment
School Procedures
School Personnel

Suggested Time Allotment: 6 weeks

III. RECOGNIZING THE VALUE, FUNCTION, AND RESPONSIBILITY OF THE FAMILY IN RELATIONSHIPS WITH SCHOOL, CHURCH, COMMUNITY, STATE, AND NATION

Family
Family Appreciation
Family and School
Church or Temple
Community
State
Nation

Suggested Time Allotment: 15 weeks

IV. UNDERSTANDING HOW GEOGRAPHY AFFECTS OUR CULTURE

Importance of Geography

People and Their Relationship to the Environment in Which They Live

Effect of Travel and Transportation on People

Suggested Time Allotment: 15 weeks

Eighth Grade

V. BECOMING A RESPONSIBLE CITIZEN

A Good Citizen and His School

A Good Citizen and His Community

A Good Citizen and His Country

Suggested Time Allotment: 10 weeks

VI. BECOMING AWARE OF HISTORICAL EVENTS AND APPRECIATING THE AMERICAN WAY OF LIFE

Knowledge, Acceptance, and Support of Our Forebears' Great Ideas and Goals

Democracy as a Way of Life Today

Suggested Time Allotment: 24 weeks

VII. APPRECIATING MAN'S NEED FOR SECURITY AND PEACE; UNDERSTANDING THE ROLE OF THE UNITED NATIONS

Interdependence of Individuals

Interdependence of Nations

The United Nations

Suggested Time Allotment: 2 weeks

Ninth Grade

VIII. LEARNING ABOUT AND UNDERSTANDING THE WAY OF LIFE OF PEOPLE OF OTHER NATIONS

The World Beyond the Range of Vision

An Individual's Problems in Relation to the World's Setting

A Study of the People of Other Lands who Have Contributed to the Growth of Los Angeles

Suggested Time Allotment: 15 weeks

IX. GETTING ACQUAINTED WITH OCCUPATIONAL OPPORTUNITIES AND DEVELOPING ECONOMIC EFFICIENCY

Planning a Future

Self-evaluation in the World of Work

Workers in the Neighborhood

Working in Los Angeles

Looking for a Job

Suggested Time Allotment: 15 weeks

X. MAKING PROPER USE OF LEISURE TIME

Use of Leisure Time

The Individual and Leisure Time

Suggested Time Allotment: 6 weeks

CHAPTER I

DEVELOPING

SELF - REALIZATION

SELF-KNOWLEDGE

SELF-RESPECT

RELATIONSHIPS WITH OTHERS

CODE OF VALUES

SELF-KNOWLEDGE

Point of View

Learning to understand oneself involves the development of important habits, attitudes, and skills essential to better understanding and adjusting to one's strengths and weaknesses, and to the establishment of a code of values by which one may live.

The EMR pupil is confronted with problems not generally encountered by other pupils in school. He is often identified as being "different" in certain areas of his personal and social development. There are many prejudices in a school associated with the concept of limited functioning. Teachers should be aware of the attitudes of others toward him and to the negative feelings he develops toward himself.

The typical EMR pupil needs to develop a realistic appreciation of his strengths and weaknesses. He must be helped to accept his limitations while at the same time developing an appreciation of his own worthwhile strengths. He must gain self-respect, self-knowledge, self-confidence, and a positive feeling of self-importance.

Expected Outcomes

- Learn to understand and accept oneself.
- Understand physical and mental assets and limitations.
- Know and be able to write information about oneself.
- Develop positive self-concepts.
- Appreciate differences in individuals.
- Develop positive personal appearance.

Suggested Learning Experiences

1. Have pupils practice filling out forms. In order to be able to fill out the various forms that will be required of them throughout junior and senior high school, they should know and learn to write certain information about themselves. This information will also help the teacher to learn more about his pupils and their backgrounds, assist him in filling out required reports on EMR pupils, and in keeping cumulative cards and other records up to date.

   a. Have pupils take home a copy of the personal information forms so that parents can help supply or verify information requested.

   b. Instruct pupils to fill out the personal information forms repeatedly until they develop accuracy and neatness. Discuss the importance of knowing and being able to write certain information about themselves.

PERSONAL INFORMATION FORM

Date_____ Grade _____

Name _____ Telephone _____
Last First Middle

Address _____

City _____ State _____ Zip Code _____

Change of Address _____

Date of Birth _____ Age _____

Mother's Name _____ Father's Name _____

Homeroom Number _____ Homeroom Teacher _____

Number of Sisters_____ Number of Brothers _____

Names of Sisters Ages Names of Brothers Ages

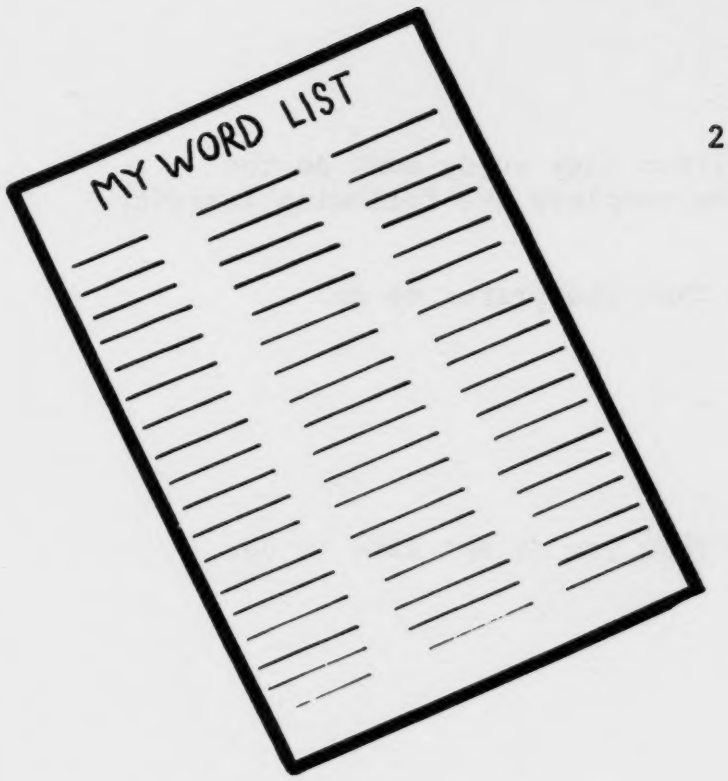
_____

_____

_____

_____

_____



2. Develop a word list.

   a. Encourage pupils to enlarge their lists by adding new words as they learn them.

   b. Pupils should enter words on the list that may be encountered most frequently in filling out forms so that they will be able to recognize and write them.

   Words You Should Know

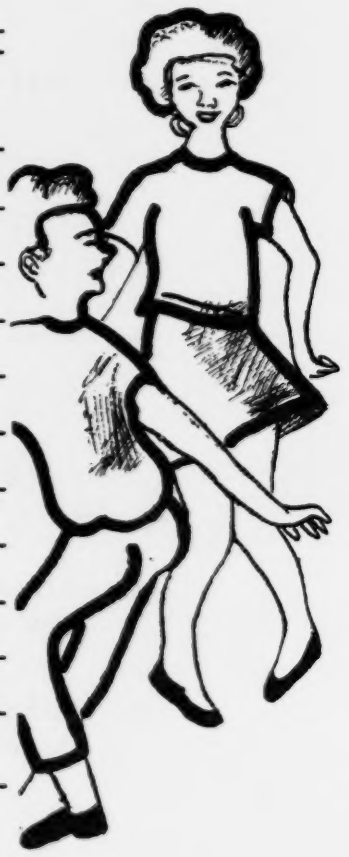
name	subject
address	gymnasium
telephone number	principal
parents' names	counselor
birthdate	cafeteria
birthplace	homeroom
teacher's name	book number

3. Encourage pupils to try to get to know themselves better. Have them talk about the things they like to do, the foods they like best, the television programs they enjoy, the colors they prefer, etc. Such discussions should help pupils develop self-interest and help them to feel important. Point out that pupil interests and abilities differ.

   Have pupils fill out the chart below and consider what activities they enjoy most. A check should be placed in the box of the activity they "like," "like sometimes," or "dislike."

THINGS I LIKE TO DO

	I like	I like sometimes	I dislike
Skating			
Singing			
Drawing			
Swimming			
Playing ball			
Dancing			
Hiking			
Sewing			
Reading			
Writing			
Riding bicycles			



4. After pupils have marked the activities they enjoy most on the Things I Like To Do Chart, have them complete the following activity:

a. List two things from the chart that you prefer to do.

1. _____

2. _____

b. List two things from the chart that you do not like to do.

1. _____

2. _____

c. List two things from the chart that you can do best.

1. _____

2. _____

d. List two things from the chart that you cannot do or that you cannot do well.

1. _____

2. _____

e. List two things from the chart that you do often.

1. _____

2. _____

f. List two things from the chart that you almost never do.

1. _____

2. _____

g. Discuss the relationship between the things you like to do and the things you work hard at and do well.

h. Talk about how most people enjoy doing those things which they do well, and do well those things which they enjoy.

5. Make a list on the chalkboard of activities which were included on the Things I Like To Do chart. Direct each pupil to write his name on the chalkboard under the activity which he prefers to do. Writing his name on the chalkboard is something that each pupil can do. Expressing his likes and dislikes will give him a feeling of involvement. This also gives the teacher an opportunity to point out that everyone does not like to do the same things; nor can everyone do the same things well. No one person is good at everything. Everyone is good at some things. Encourage pupils to recognize strength and tolerate weaknesses in others.

6. Have pupils fill in the number of pupil likenesses and differences in the chart below. There are two parts to each question. Answer "a" of each question by writing the number in the "a" blank to the right of the questions. Answer "b" by writing the number in the "b" blank to the right.

LIKENESSES AND DIFFERENCES

Number of pupils in the classroom _____

1. (a) Number of girls	(b) Number of boys	1. (a)_____(b)_____
2. (a) Number of tall pupils	(b) Number of short pupils	2. (a)_____(b)_____
3. (a) Number of pupils with black hair (b) Number of pupils who do not have black hair		3. (a)_____(b)_____
4. (a) Number of pupils with dark skin (b) Number of pupils with light skin		4. (a)_____(b)_____

By filling in the above chart the pupil becomes more aware of the people around him. He becomes more aware of the likenesses and differences in the people around him. He gains practice in counting and comparing numerical differences. The teacher may point out that people are alike in many ways and different in many ways. Pupils should be aware of how the differences create interest. Have the pupils consider the effect if all flowers were the same color; all animals looked alike; or if everyone was the same size, color, and liked the same things.

7. Maintain a file of mounted pictures which may be used to stimulate discussions about how facial expressions effect others.

8. Encourage pupils to consider their own personalities and facial expressions.

   Insert the letter in the blanks below, denoting the expression which describes the pupil's impression of himself.

MY FACIAL EXPRESSIONS

1. Which expression tells the way I most often feel? _____
2. Which expression tells the way I most often see myself? _____
3. Which expression tells the way I think others see me? _____
4. Which expression tells the way others say they see me? _____

A.-

B.-

C.-

D.-

E.-

F.-

G.-

H.-

I.-

J.-

K.-

L.-

Discussion Questions

1. Do I see myself as others see me?
2. Do I see myself in a better light than others see me?
3. Do others see me in a better light than I see myself?
4. Do I usually feel happy?
5. Do my true feelings show in my expression?

9. Have pupils practice writing their names. Encourage them to write their names repeatedly until they find a style that they like best. Explain that signatures of people are much like their portraits. When we look at someone's signature, it brings a picture of him to our minds. A person's signature is important; it represents that person. Signatures should be neat and easy to read.

Mary Johnson
Mary Johnson
Mary Johnson

Mary Johnson
Mary Johnson

10. Talk about the inner feelings that all people have. Through this type of discussion, pupils can be helped to better understand themselves. Discuss how situations affect our inner feelings. Have pupils share personal experiences which affected their inner feelings.

11. Display pictures which portray a person's feelings. Observe the drawing below. Talk about what may have happened to the person. Have the pupils discuss how the individual in the picture is reacting. It may be desirable to write a chart story based on the discussion.

12. Read stories which reveal the feelings of the characters. Have the pupils tell how they would feel in the same situation.

13. Discuss how people may feel about themselves. Point out strengths of certain pupils. The recognition of these strengths will help the pupil to develop a positive self-image. Eventually there will be strengths that can be recognized in each student.

14. Dramatize situations to help the pupils develop ways of reacting to success and failure. Discuss some of the positive ways of reacting to failure.

15. Have pupils rate themselves on the Personality and Character Traits chart by placing an X in the column to show what they think of themselves.

MY PERSONALITY AND CHARACTER TRAITS

	Most of the time	Sometimes	Seldom
1. Do I keep myself clean and neat?			
2. Am I kind and understanding?			
3. Am I honest?			
4. Am I cheerful?			
5. Am I polite?			
6. Am I on time?			
7. Do I try to help others?			
8. Do I get along with others?			
9. Do I try hard to do things correctly?			
10. Do I have a sense of humor?			

Check Yourself

1. What kind of person are you?
2. Do people like your company?
3. Is it easy for you to make friends?
4. Do you have many marks in the "seldom" column?
5. Be sure that you are not too critical of yourself.
6. Also, be certain that you are not overlooking your mistakes.
7. Doing these things can aid you in becoming the person that you really are, or wish to be.

16. Discuss good grooming.

Answer the questions below concerning good grooming.

GOOD GROOMING FORM

	Yes	No
Do my clothes hang right?	_____	_____
Do I wear the right clothes at the right time?	_____	_____
Are my clothes always clean?	_____	_____
Are my shoes polished?	_____	_____
Is my shirt or blouse tucked in?	_____	_____
Are my buttons fastened?	_____	_____
Do I check myself in the mirror before leaving the house?	_____	_____
Is my hair combed?	_____	_____
Are my colors matching?	_____	_____
Are my clothes pressed?	_____	_____
Does my slip show?	_____	_____
Are there holes in my stockings or socks?	_____	_____

Realize that how you look has much to do with how you feel and what you think about yourself.

REVIEW

What Have You Learned?

Each sentence is true or false. After each sentence, you will see the words true and false. If a sentence is true, circle the word true. If a sentence is false, circle the word false.

1. We usually like people better when we know more about them.	True	False
2. Some people are good at everything.	True	False
3. It would be better if everyone were the same size, color, and liked the same things.	True	False
4. We cannot always see ourselves as others see us.	True	False
5. Most people enjoy doing those things which they do well, and they do well those things which they enjoy.	True	False
6. How you look has nothing to do with how you feel and what you think about yourself.	True	False

SELF-RESPECT

Expected Outcomes

- Understand the relationship between self-respect and receiving respect from others.
- Begin now to develop positive attitudes and habits that will lead to getting and holding a job.
- Select classroom monitors.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

self	ruler
respect	duty
accept	paper
habit	helper
monitor	job
window	feeling

2. Have pupils read and discuss the Meaning of Self-respect below.

Meaning of Self-respect

Self-respect is a good feeling that a person has for himself, for the way he is and for the things that he does. It is the feeling that he gets when he cares about himself. It is the feeling that he gets when he knows that he tries to do right.

Self-respect means that a person likes and accepts himself.

Discussion Questions

1. Do I get upset too easily about the things people say?
2. Am I always finding something wrong with me?
3. Do I often feel like giving up because something is too hard?
4. Do I spend a lot of time thinking about myself and hating me?
5. Do I often wish I were someone else?

3. Talk with pupils about developing good work habits in school and the effect they have on obtaining and holding a job later in life. Have pupils discuss the questions below.

   a. Is it too early to think about jobs while we are still in junior high school? Why or why not?

   b. What does self-respect have to do with getting and holding a job?

   c. What can we do in school that will help us to get and hold a job later?

      Pupils should know that it is very important that we like and accept ourselves, before we can feel really accepted by others. We must feel accepted before we can work well with others.

4. Discuss classroom monitors and their importance.

<u>Meaning of Classroom Monitors</u>

A classroom monitor is a helper. He is a pupil who serves other pupils by helping the teacher.

<u>A Good Classroom Monitor</u>

- A good monitor is able to get along with others.
- A good monitor knows how to get others to help him.
- A good monitor is kind when asking others to help him.
- A good monitor is trusted by others.
- A good monitor is honest.
- A good monitor is on time.
- A good monitor does what he says he will do.
- A good monitor knows how important it is for him to do his job right.
- A good monitor does not do other monitors' jobs unless he is told to do so.
- A good monitor does all that he can do to help make the classroom a good place in which to learn.

a. Ask pupils to suggest what monitors are needed, and make a list of them on the chalkboard.

1. paper monitor
2. window monitor
3. folder monitor
4. ruler monitor
5. chalkboard monitor
6. bulletin board monitor
7. messenger
8. book monitors
9. basket monitors
10. other monitors

b. Discuss the duties and responsibility of each monitor.

	Duties of Monitors
Paper monitor	Collects and passes out papers Collects homework at the beginning of the period Gives back graded work Passes out clean paper when asked to do so by the teacher
Window monitor	Opens window at the beginning of the period Closes window at the end of the period
Folder monitor	Collects and passes out folders Passes out folders at the beginning of the period each day Collects folders at end of the period each day Neatly puts away folders
Ruler monitor	Passes out and collects rulers when asked to do so by the teacher Counts rulers before passing them out Counts rulers after collecting them Reports misplaced rulers Neatly puts them away
Chalkboard monitor	Erases chalkboard when told to do so by the teacher Erases chalkboard at end of the period each day
Bulletin board monitor	Works with the teacher in putting up and taking down displays
Messenger	Runs errands for the teacher Goes on errands and returns without stopping to play in the halls or disturbing others
Book monitors	Passes out books Helps to stamp teacher's name in books if asked to do so Keeps books stacked neatly Notices if books are not covered Collects books when asked to do so
Basket monitors	Passes around the wastepaper basket at the end of the period each day Kindly asks pupils to pick up papers under or near their desks

c. Discuss the duties of other pupils to the classroom monitors.

Duties of Other Pupils to Monitors

1. Be friendly to classroom monitors.
2. Never touch the window, collect folders, or do any monitor's job unless he asks you to do so and your teacher tells you to do so.
3. Cooperate with monitors.

d. Select monitors.

e. Keep a record of classroom monitors.

f. Have pupils make a list of classroom monitors on a form, such as the one below.

Subject _____

Period _____

MONITORS

Paper monitor _____

Book monitors _____

_____

Window monitor _____

REVIEW

What Have You Learned

Have pupils select the correct answer from the three choices below each question and write the correct answers in each blank.

1. _____ is a good feeling that a person has for himself, for the way he is, and for the things that he does.
   a. habit
   b. self-respect
   c. monitor

2. A _____ is a helper.
   a. habit
   b. self-respect
   c. monitor

3. A good monitor _____

_____

a. takes over other monitors' jobs
b. does not do other monitors' jobs unless he is told to do so
c. goes around asking others if he can do their jobs

4. If a monitor asks another pupil to pick up a piece of paper, that pupil should

_____

a. pick it up only if he put it there
b. try to find out who put it there
c. pick it up

5. Being a good worker in school _____ getting a job later in life.

a. has nothing to do with
b. has much to do with
c. has a little to do with

RELATIONSHIPS WITH OTHERS

Expected Outcomes

- Be able to get along with others.
- Learn to work harmoniously with others.
- Use simple expressions of courtesy.
- Think of the class as a family.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

work	excuse me
thank you	trouble
please	visitor
party	breath
dancing	squeal
truth	seat

2. Talk about the importance of listening while others are talking.

3. Have pupils talk about problems which affect their relationships with others.

    1. Fear of not measuring up to others
    2. Shyness
    3. Others

4. Have some classroom tasks reserved for pupil volunteers. Help pupils understand that volunteering entails a responsibility for satisfactorily performing a task.

5. Talk about the harmful results of teasing and the implications of name calling. Talk about the importance of respecting the feelings of others.

6. Organize a classroom club to acquaint pupils with responsibilities that are entailed in club membership.

    1. Personal Grooming Club
    2. Crafts Club
    3. Hobbies Club

    Have pupils report on their club memberships and the advantages of belonging to clubs.

7. Have the pupils read the story below and answer the questions throughout the story.

The Show-Off

Everyone was happy about the party that Mrs. Johnson said they could have for being such a nice class. They were all working hard. Mrs. Johnson was standing by the door with her back to the class talking to a visitor from the office.

It was then that Mary came to the front of the room and started dancing and playing around.

"Oh, boy!" thought Tom. "She's going to get us all in trouble." He was really getting mad at Mary. He looked around to see how the others were taking it.

Why was Tom interested in what others thought?

Everyone looked worried.

Should they be worried? Why? What may happen?

"Go sit down!" Tom said under his breath, when he could take it no longer. Mary gave him a mean look. She came over to his desk and she was going to say something to him. At that moment they both saw that Mrs. Johnson was standing up over them, tapping her foot

---

Why is Mrs. Johnson tapping her foot?

Somebody in the back of the room giggled. But one look from Mrs. Johnson, and the room was quiet again.

What does this tell you about Mrs. Johnson?

"Why are the two of you talking when you should be doing your work?" asked Mrs. Johnson. Then she looked at Mary. "Why are you out of your seat? Were you helping Tom with his work? Were you two talking about school work?"

Is Mrs. Johnson trying to give Mary and Tom an excuse, or does she really believe what she is saying?

"This is an 'out'", thought Mary. "But is Tom going to squeal on me?"

Will it be squealing if Tom tells the truth?

Mary looked at Tom. Tom looked back at Mary. "Well," said Mrs. Johnson, "Why were you talking?"

The room was very quiet.

"It would be so easy, so very easy," thought Mary.

What kind of person is Mary?

"I was.....I was.....I was talking," said Tom, and he hung his head.

"Were you talking about your work?" Asked Mrs. Johnson?

"No," said Tom.

The boy who sat behind Tom was mad. "He had a good out," the boy thought. "He had a good out, and he didn't take it. Now there goes our party."

Would you have taken the "out"?

"No, Mrs. Johnson," Mary said, "I was the one. I was dancing. I wanted to make everyone laugh. Tom told me to sit down."

Were you right about Mary?

"But please, Mrs. Johnson," Mary went on, "Don't make all the kids miss a party because of me. They.....were all working."

Discussion Questions

1. How does this show that Mary cared for others?
2. Did she have self-respect?
3. Do you think that Mrs. Johnson gave her class the party?
4. Did Tom have anything to do with Mary's telling the truth?
5. If you were Mrs. Johnson, would you let Mary go to the party?
6. Should Tom have taken the "out?"
7. Did Tom have the right to tell Mary to sit down?
8. How would you finish the story?

8. Discuss the meaning of the terms <u>like</u> and <u>dislike</u>. Emphasize the importance of being polite to people, regardless of personal likes and dislikes.

9. Have the class discuss the meaning of friendship. List the factors which the group feels are important for establishing and maintaining friendships.

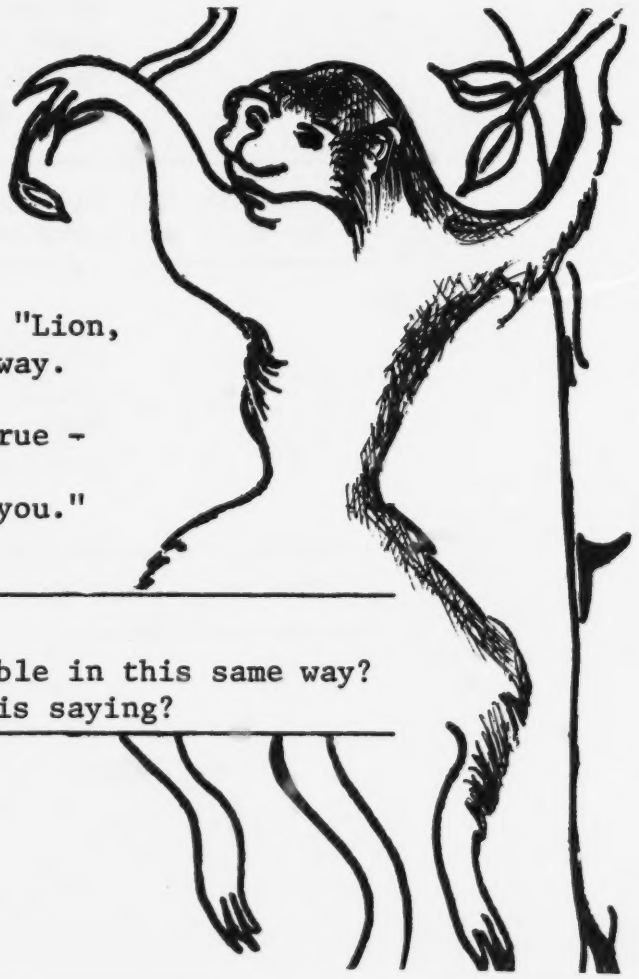
   - What is friendship?
   - How do you treat one friend when you are with another friend?
   - Are you true to your friends?
   - Can you meet new friends and still keep your old friends?
   - Do you talk about your friends behind their backs?
   - Are you always borrowing from your friends?
   - Do you talk all the time and never listen?
   - Are you careful about the people you pick for friends?
   - What does this statement mean: "To have a friend, you must first be a friend."
   - Are you willing to share with your friends?

10. Talk about some of the ways to make friends. Let pupils tell about personal experiences in making friends.

11. Talk about how disputes develop. Read the poem, "The Signifying Monkey" and answer the questions.

Words From "The Signifying Monkey"

monkey	precinct
lion	station
signifying	roar
whip	hollered
polite	mister
elephant	third-degree
jungle	caught
trunk	bopped
paw	daylights
stomped	solid



The Signifying Monkey

The Monkey and the Lion
Got to talking one day.
Monkey looked down and said, "Lion,
I hear you're king in every way.
But I know somebody
Who does not think that is true -
He told me he could whip
The living daylights out of you."

What is the monkey trying to do?
Have you seen people try to start trouble in this same way?
Will the lion believe what the monkey is saying?

Lion said,"Who?"

What should the lion have done or said?

"He talked about your mama.
He talked about your grandma, too.
And I'm too polite to tell you
What he said about you."

Do you think someone really said these things about the lion?
Why do people sometimes talk about the families of others when they want to make them mad?

Lion said, "Who said what? Who?"
Monkey in the tree.
Lion on the ground.
Monkey kept on signifying
But he didn't come down.

What is meant here by the word "signifying?"
Why didn't the monkey come down?

Monkey said, "His name is Elephant -
He sure is not your friend."
Lion said, "He doesn't need to be
Because today will be his end."

What is the lion going to do?
Is this what the monkey wanted?

Lion took off through the jungle
Lickity-split,
Meaning to grab Elephant
And tear him bit to bit.

How does this poem show how fights get started?

He came across Elephant sleeping
Under a fine cool tree.
Lion said, "You big old ugly devil!
It's either you or me."

How does name-calling start fights?
What does the lion mean by, "It's either you or me?"
What would you do if you were the elephant?

Lion let out a roar
And bopped Elephant with his paw.
Elephant just took his trunk
And busted old Lion's jaw.
Lion rolled over,
Grabbed Elephant by the throat.
Elephant just shook him loose
And butted him like a goat.
Then he tromped him and he stomped him
Until the Lion yelled, "Oh, no!"
Before Elephant let Lion go.

How do you think the lion feels about hitting the elephant now?
Do you know people who start things they can't finish?

The signifying Monkey
Was still sitting in his tree
When he looked down and saw the Lion
Said, "Why, Lion, who can that be?"
Lion said, "It's me."
Monkey said, "Why, Lion,
You look more dead than alive!"
Lion said, "Monkey, I don't want
To hear your jive."

How does the lion feel about the monkey's teasing? How does teasing lead to fights?

"You ain't no king to me
In fact, I don't think that you
Can even as much as roar -

And if you try I might
Come down out of this tree and
Whip you some more."

Do you think the monkey would be talking so "big" if he weren't in the tree? Can you think of people who talk "big" when they are with their friends?

The Monkey started laughing
And jumping up and down.
But he jumped so hard the limb broke
And he landed - bam! - on the ground.
When he went to run, his foot slipped
And he fell flat down.

What do you think the lion will do to the monkey now? What would you do to him? Do you think the monkey will keep talking "big?"

"Grr-rrr-rr-r!" The Lion was on him
With his front feet and his hind.
Monkey hollered, "Ow!
I didn't mean it, Mister Lion!"
Lion said, "You little flea-bag you!
Why, I'll eat you up alive.
I wouldn't have been in this fix
If it wasn't for your signifying jive."

How is it just as much the lion's as it is the monkey's fault?

"Please," said Monkey, "Mister Lion

How does the monkey feel now?

If you'll just let me go
I've got something to tell you, please,
I think you ought to know."

Lion let the Monkey loose
To see what his tale could be -
And Monkey jumped right back on up
Into his tree.
"What I was going to tell you," said Monkey,
"Is you square old so-and-so,
If you fool with me I'll get
Elephant to whip your head some more."
"Monkey," said the Lion,
Down on his knees,
"You and all your signifying children
Better stay up in those trees."
Which is why today
Monkey does his signifying
A-way-up out of the way.

Discussion Questions

1. In what way does the little animal poem show how fights get started?
2. How could the lion have avoided the fight?
3. When did the monkey do his "big" talk?
4. Should we let someone talk us into fighting?
5. How can teasing and making fun of someone cause trouble?

13. Demonstrate the rules of courtesy which should be practiced by girls and boys.

a. Have pupils read and discuss the meaning of courtesy.

Meaning of Courtesy

Courtesy means to think of others and to show it. It means to do and say the kindest thing in the kindest way.

b. Read and discuss the rules of courtesy.

Rules of Courtesy

- Think about other people.
- Never do or say anything which might hurt someone.
- Thank people when they do something for you.
  Thank parents and members of your family also.
  Thank people in public places even though they are paid to serve you.
- Remember to say "excuse me" and "please."

- Practice how to make introductions.

  Introduce girls to boys.
  Introduce a girl to an older lady and a boy to an older man.
  Always use the right titles, such as Miss, Mr., Mrs.
  Shake hands with a girl or a lady only if she first offers her hand.
  Always stand up to be introduced.
  Look at the person you are meeting.

- Never break in when someone is talking.

- Let girls go through the door first.

- Be a good loser and a good winner.

- Say that you are sorry when you are wrong.

- Don't be a "tattler."

c. Discuss the two sayings below.

- Do unto others as you would have them do unto you.

- Action speaks louder than words.

REVIEW

What Have You Learned

1. Why was everyone worried in the story, "The Show Off?"

2. What are some of the things that cause fights?

3. In the poem, "The Signifying Monkey," did the elephant really say mean things about the lion?

4. What happened when the monkey fell out of the tree?

5. In what ways can you practice courtesy?

CODE OF VALUES

Expected Outcomes

- Understand and respect authority.
- Learn acceptable personal values.
- Develop a list of classroom rules.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

talking	property
permission	speak
seats	posture
tardy	interested
bell	citizen
eating	value
chewing	code
classroom	tattling
respect	rules
destroy	borrowing

2. Talk about the difference between "tattling" and reporting situations of importance. Have pupils give examples of "tattling." When he has become aware of the differences, have him evaluate his own reporting.

3. Discuss the story, "The Show Off," on page 18. Have pupils suggest what might have happened if honesty and fair play were not practiced. Talk about how being truthful affects not only oneself but others.

4. Talk about borrowing and how it can lead to disputes. Point out the importance of being honest when borrowing or lending.

5. Introduce a person who has been vested with authority over the class. Instruct this person to help the class understand each pupil's separate role and responsibility. The security guard and the assistant principal are some of the authority figures who may become involved.

6. Display pictures of people in authority. Have pupils write a simple sentence or two to point out their responsibilities to these people.

7. Use current events to illustrate respect or disrespect for our code of values.

8. Discuss living by a code of values with the class.

LIVING BY A CODE OF VALUES

1. Begin to live by an acceptable code of values.

   a. Show concern for the rights and property of others.
   b. Try to work out personal differences in the proper way.
   c. Hold to the code of values in face of pressure.
   d. Appreciate the value of having a good reputation.

2. Appreciate and understand a code of values approved by society.

   a. Care about others.
   b. Show an interest in American customs and values.

3. Understand and respect authority.

   a. Know that authority is here for the protection of everyone.
   b. Respect and cooperate with authorities.

9. Have the class discuss the purpose of group rules. Help pupils recognize that rules and limitations are necessary for group living.

   a. Ask pupils to suggest rules that they feel are necessary to make the classroom a better place in which to learn.

   b. Make a list of the rules on the chalkboard.

   c. Discuss rules that are questionable and discard those that are unfair or useless.

   d. From rules suggested by the pupils, make up a list of classroom rules and regulations. With proper discussion and presentation, the classroom rules listed by the pupils should be very much like the ones the teacher already has in mind.

   e. Present a copy of classroom rules and regulations to each pupil. Have the pupils read the rules again. If there are no questions, have them sign, take them home for parents' signatures, and return the tear-off at the bottom. They should retain the rules in their notebook for future references.

CLASSROOM RULES AND COURTESIES

In order to make our class a good place in which to learn, there must be classroom rules. We, the pupils of this class, have listed such rules that we believe to be fair to all.

1. There should be <u>no</u> talking (without permission) in class.
2. Pupils should be in their seats when the tardy bell rings and must not leave their seats (without permission) before dismissal.
3. There should be no gum chewing or eating in class.
4. Pupils should enter and leave the classroom quietly.
5. Each person should help keep the classroom clean.
6. If a pupil has something to say, or if he wishes to answer a question, he should first raise his hand and wait until he is called upon.
7. Pupils should respect visitors at all times.
8. Pupils should not lean back in their chairs, mark on, or break school property.
9. Pupils should always use good posture.
10. No pupil should go to the teacher's desk unless he has permission.

- - - - - - - - - - - - - - - - - - - Tear-Off - - - - - - - - - - - - - - - - - - -

I am interested in becoming a good pupil and a good citizen; therefore, I shall follow these rules which will make my class a better place in which to learn.

_____
Signed

_____
Parent's Signature

_____
Date

REVIEW OF CHAPTER

Summary of Words You Should Know

Do You Know These Words When You See Them?

1. name	16. self	31. party	46. trunk	61. tardy
2. address	17. respect	32. dancing	47. paw	62. bell
3. telephone	18. accept	33. truth	48. stomped	63. eating
4. number	19. habit	34. trouble	49. precinct	64. chewing
5. parent	20. monitor	35. visitor	50. station	65. classroom
6. birthdate	21. window	36. breath	51. hollered	66. destroy
7. birthplace	22. ruler	37. squeal	52. mister	67. property
8. teacher	23. duty	38. seat	53. third	68. speak
9. subject	24. paper	39. monkey	54. degree	69. posture
10. gymnasium	25. helper	40. lion	55. caught	70. citizen
11. principal	26. job	41. signifying	56. bopped	71. value
12. counselor	27. feeling	42. whip	57. daylight	72. code
13. cafeteria	28. work	43. polite	58. solid	73. tattling
14. homeroom	29. thank	44. elephant	59. talking	74. rules
15. book	30. please	45. jungle	60. permission	75. borrowing

Can You Spell These Words?

1. name	6. self	11. paper	16. thank	21. mister
2. address	7. monitor	12. helper	17. please	22. third
3. teacher	8. window	13. job	18. party	23. talking
4. subject	9. ruler	14. feeling	19. truth	24. classroom
5. homeroom	10. duty	15. work	20. visitor	25. eating

What Have you Learned From Chaper I?

Match the word with its meaning. Write in the blank, the letter of the word that tells the meaning of the sentence.

1._____:	A good feeling that a person has for himself, for the way he is and for the things that he does	A. a messenger B. courtesy
2._____:	A helper.	C. a tattler
3._____:	A person who runs errands for the teacher.	D. self-respect E. a monitor
4._____:	A person who plays around and tries to make people laugh.	F. a show-off
5._____:	A person who tries to get other people in trouble by telling every little thing.	
6._____:	Thinking of others and showing it.	

How Well Did You Read "The Show Off?"

Fill in the blanks with the correct word from the word list box on the right

1. Everyone was happy because Mrs. Johnson was going to give them a _____.
2. _____ was the show off.
3. Mrs. Johnson was a _____.
4. Somebody in the back of the room _____.
5. Mary thought that Tom was going to _____ on her.
6. The boy who sat behind Tom was _____.
7. Tom had a good _____, but he didn't take it.
8. Mrs. Johnson asked them if they were talking about their _____.
9. Mary said, "I was the one. I was _____.
10. In the end Mary showed that she cared for _____.

squeal
smiled
mad
glad
party
"out"
Tom
work
dancing
girl
teacher
Mary
giggled
others
eating

How Well Did You Read "The Signifying Monkey?"

Fill in the blanks with the right word from the word list box on the right.

1. The monkey and the _____ were talking one day.
2. The monkey was trying to get him to fight with the _____.
3. The monkey said, "He talked about your _____."
4. The monkey was in the _____.
5. The lion was on the _____.
6. The lion let out a _____.
7. The elephant _____ the fight.
8. When the monkey went to run, he _____ down.

lion
elephant
mama
ground
tree
house
roar
fell
won
lost

Can You Use These Words in Sentences?

1. others - _____
2. self - _____
3. expression - _____
4. feelings - _____
5. grooming - _____

CHAPTER II

UNDERSTANDING AND ADJUSTING TO THE CONTEMPORARY SCENE

SCHOOL ENVIRONMENT

SCHOOL PROCEDURES

SCHOOL PERSONNEL

SCHOOL ENVIRONMENT

Point of View

One of the most difficult problems facing children who first enter junior high school is to become acquainted with a new environment containing many unfamiliar people and routines. Firsthand, friendly experiences are of particular value in helping EMR pupils develop concepts as to how people can live and work happily together.

The acquiring of elementary awareness of his environment should aid the EMR pupil to become oriented in his new school. In addition, he will become more personally efficient by having some understanding of the mechanical devices that he encounters in his daily school life.

Expected Outcomes

- Become familiar with the school facilities in general.
- Be able to locate classrooms, lockers, lavatories, etc.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

locker	nurse
cafeteria	office
homeroom	auditorium
teacher	building
library	

2. Plan trips through the school building in order that pupils may become acquainted with the building. Be sure that they can locate the following:

1. Lockers
2. Lavatories
3. Cafeteria
4. Gymnasium
5. Principals Offices
6. Counselors' Office
7. Main Office
8. Library
9. Nurse's Office
10. Auditorium
11. Attendance Office

a. Point out entrances and exits.

b. Point out proper ways of walking up and down steps. Talk about situations which require pupils to form lines.

3. If it can be arranged, plan trips to other classrooms to meet other pupils and teachers; watch them work, and share experiences with them.

4. Plan trips to the custodian's office, the library and the nurse's office.

5. Have pupils practice drawing simple maps that will help them to locate rooms and offices in their school.

REVIEW

What Have You Learned?

Can you answer the questions below?

1. What is the name of your school?

2. Can you list four of the school offices that serve you?

3. Where is the cafeteria located?

4. Where is the attendance office located?

5. Where is your locker located?

6. Where is your homeroom located?

SCHOOL PROCEDURES

Expected Outcomes

- Become acquainted with general school rules and procedures.
- Recognize the most commonly used school forms.
- Become involved in school activities.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

forms	ticket
dances	bell
assembly	fire
sports	tardy
club	attendance
award	time

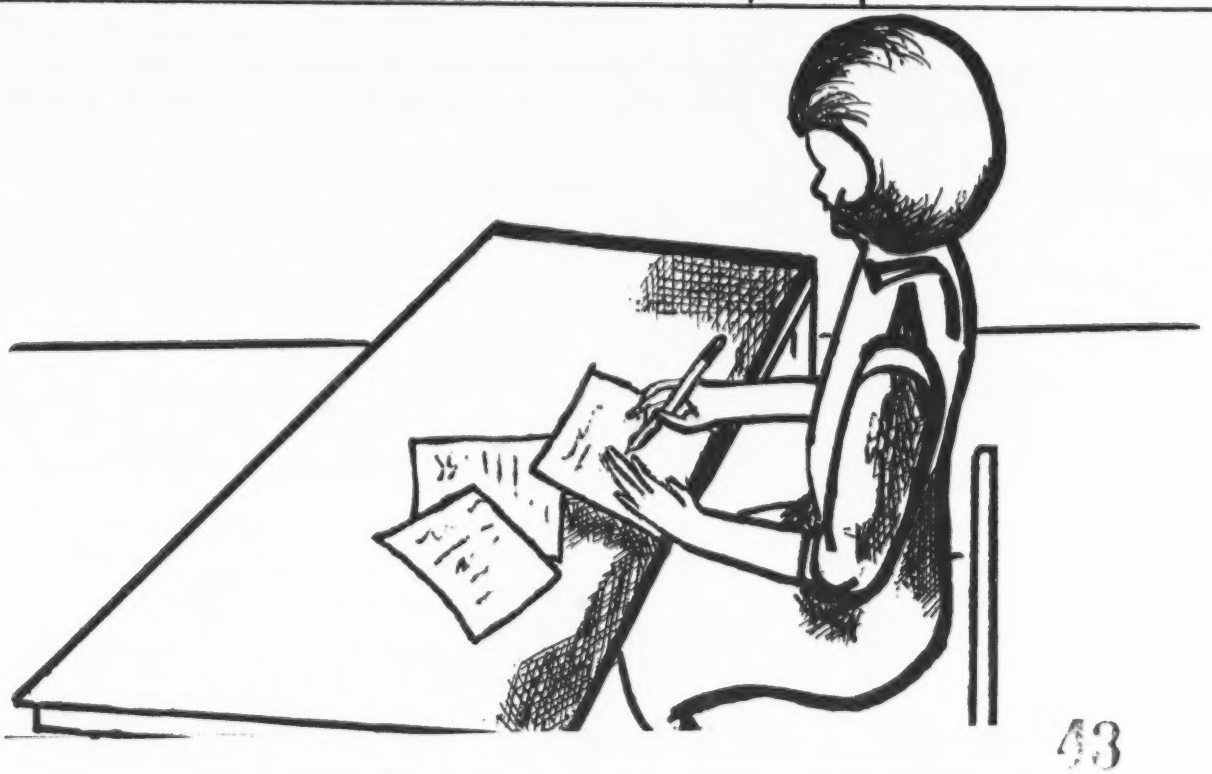
2. Plan to invite the principal, school nurse, registrar, and other school officials to meet and talk with the class. Discuss courtesy to visitors before they arrive. Encourage the class to ask questions.

3. Have individuals report on the origin of the school name.

4. Have pupils copy over their class schedules several times until they know them well. Have them write in teachers' names, room numbers, etc.

SCHEDULE OF CLASSES

PERIOD	SUBJECT	ROOM	TEACHER
Homeroom			
1.			
2.			
3.			
4.			
5.			
6.			
Lunch			



5. Discuss the school bell system.

   a. Pupils should know at what time the first bell rings in the morning.

   b. Discuss tardiness. Pupils should know that the tardy bell means that they should be in their seats and ready to work. Pupils who come through the door when the bell rings may be counted tardy.

   c. Explain what pupils should and should not do when the dismissal bell rings. They should know that the dismissal bell does not mean for them to immediately leave the class. It is a message to the teacher that pupils may be dismissed. It should be explained that pupils should not leave the room after the dismissal bell rings until the teacher dismisses them.

6. Discuss school history as presented in the handbook.

   a. Talk about some of the school traditions.

   b. Distribute copies of the school song and have the pupils practice singing it in class.

   c. Discuss the school motto.

7. Have pupils make a copy of the teachers' daily schedule. They should keep it in their notebooks so that they can locate the teacher when necessary.

8. Keep a class honor roll system for the year, based on attendance. One way to do this is by using the Perfect Attendance Race.

Constructing the Perfect Attendance Race

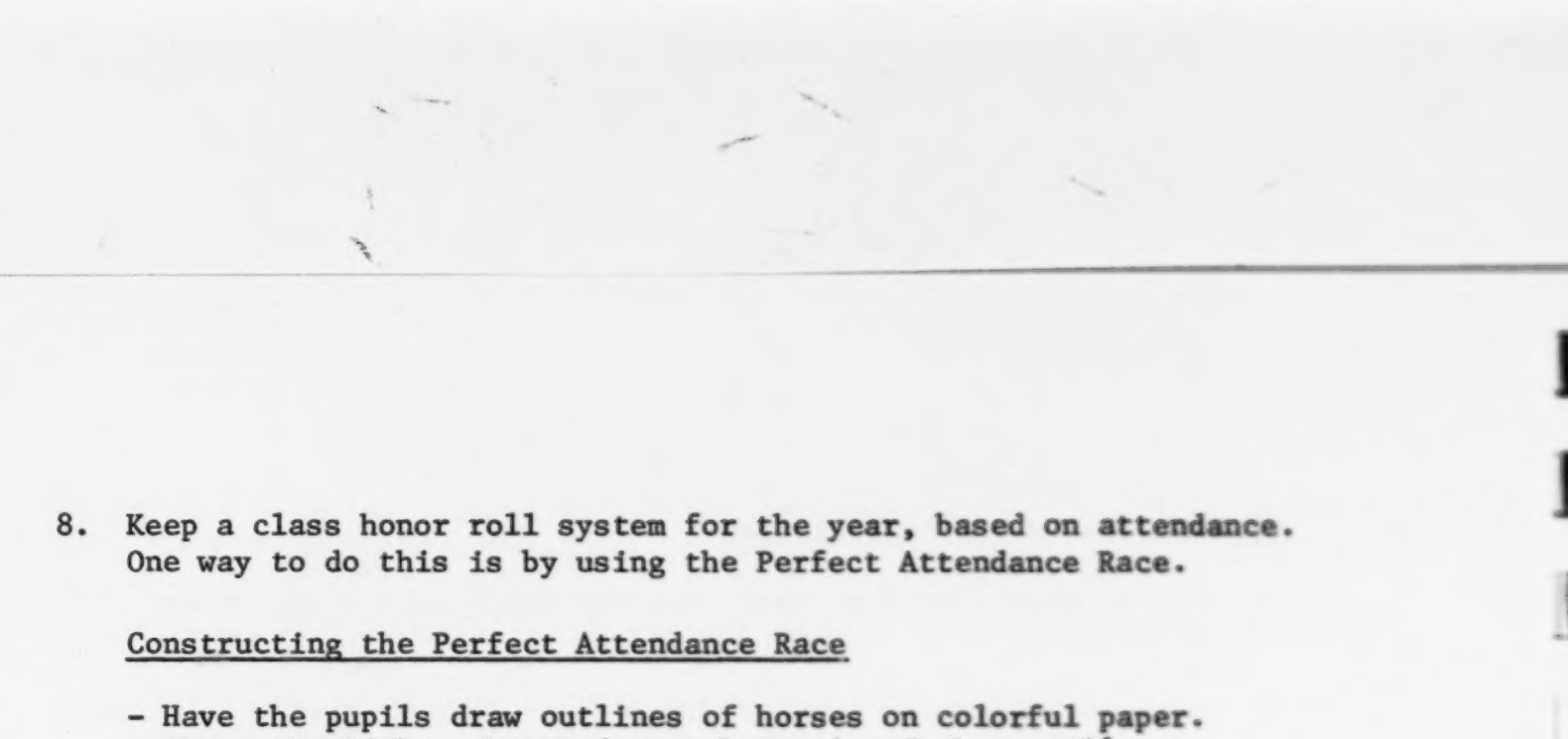
- Have the pupils draw outlines of horses on colorful paper. There should be a horse for each pupil and the pupil's name should be written on it.

- The horses may be placed on a bulletin board, on a large poster board, or over the chalkboard in the front of the room.

- All horses should be placed at the starting gate.

- When a pupil has had one week of perfect attendance, his horse should be moved to the next place. When he has two weeks of perfect attendance, his horse moves again, etc.

- Pupils should know that unexcused tardiness to class is not considered as perfect attendance even if he has not been absent.



9. Discuss how pupils can make their schoolroom more attractive and enjoyable.

   a. Encourage them to find, use, and care for things already in the room.

   b. Encourage them to bring materials, pictures, plants, etc. from home.

10. Use an overhead or opaque projector to show examples of the various forms used in school, and assist the pupil in becoming familiar with the more commonly used forms.

    - A request to see the counselor
    - A hall pass
    - A program card
    - An emergency address card
    - Other forms

11. The EMR pupil needs much practice in filling out program cards. They will be filling out numerous such program cards throughout their junior and senior high school years. It is important that they learn to fill out these cards neatly, legibly, and correctly. Teachers may obtain practice program cards from the counselors' office. Have the class fill out cards repeatedly. Mat and post samples of well-prepared cards. It may be possible for each pupil to have his card displayed at one time or another.

PROGRAM CARD

Name: Last First Middle		Grade		Homeroom	Date: (month, day, year)	
Address City/Zone	Per.	Room	Days	Subject	Subj. Grade Level	Teacher
Telephone M ___ F ___ Birthdate (mo.,day,yr.)	1					
Parent or guardian	2					
Business address of parent	3					
School last attended	4					
Locker No. Major sequence	5					
Program approved by (Homeroom Teacher)	6					
	7					
Duties: (Do not write below this line)	8					

12. Discuss the following items with the pupils in regard to filling out program cards.

- Following directions
- Writing in the correct spaces
- Knowing the meaning of the word "guardian"
- Filling in all the required information
- Procedure for circulating the cards for teacher's signatures

Pupils should understand the procedure for changing a program.
Help them to practice filling out Change of Program forms.

CHANGE OF PROGRAM

1 21162

LOS ANGELES CITY SCHOOLS
CHANGE OF PROGRAM

Last Name _____ First Name _____ Grade _____ Homeroom _____ Date _____

DROP

Per.	Room	Subject	Gr.	Subj. Mark	Signature
		Homeroom			
1					
2					
3					
4					
5					
6					
7					

TAKE

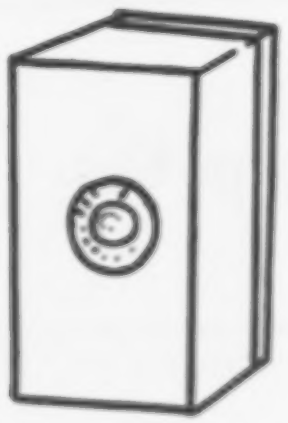
Per.	Room	Subject	Gr.	Signature
		Homeroom		
1				
2				
3				
4				
5				
6				
7				

Signed _____
Counselor

Comments:

Return to

13. Using a cardboard model, demonstrate the correct way to open a locker by cutting out two circles from fairly stiff cardboard with radii of 7" and 8". Paint these circles to resemble a combination lock complete with numbers and division marks. Join them with a rivet or a fastener so they may be rotated to simulate a combination lock.



14. Have some pupils take part in a situation that involves seeking and giving information in complete sentences, for example:

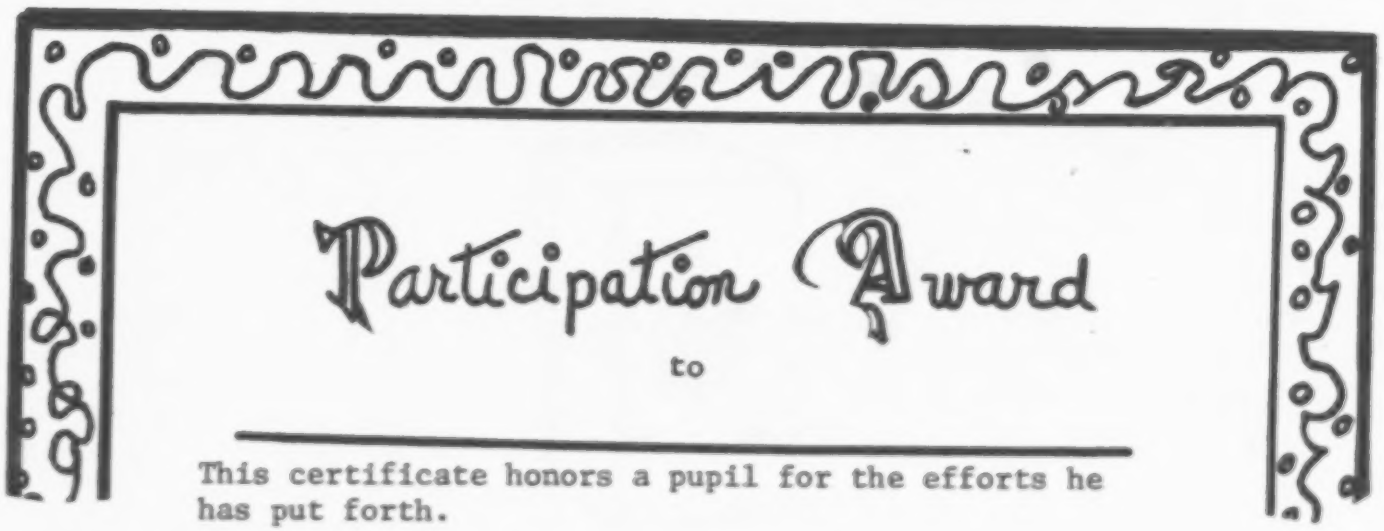
    - How to get to the attendance office
    - How to find the auditorium
    - Others

15. Make flash cards to show:

    - Names of special teachers
    - Names of special classes, e.g.,
      Graphic Arts
      Homemaking
    - Names of streets on which the pupils live

16. Make a chart that lists different school activities, including clubs, and leave space to insert the names of those pupils who might participate in these activities. Explain to the class about who may join a certain club, what the qualifications are, and the advantages of belonging to clubs and participating in activities.

17. Make a medal, ribbon, a card, or a certificate that can be awarded to pupils who contribute their services to the class or to the school. Display a class "award" roll type of poster to indicate their achievements.



18. Another type of award that may be used is the Free Homework Check. These checks may be given to pupils who contribute their services in class. Each check may substitute for one homework assignment. Checks may not be used for special assignments, classwork assignments, or tests. They are good from the time that they are received until the end of the year.

Check number _____

FREE HOMEWORK CHECKS

_____ 19___

Pay to the order of _____

This check is good for one homework assignment and is equivalent to TEN class points.

19. Send pupils on errands to help them become acclimated to the school.

20. Read and discuss a school cafeteria menu.

21. Locate specific places in the building on a diagram of the school. This diagram might be illustrated on a large piece of tagboard to be kept permanently for this kind of demonstration, or use an overhead or opaque projector to display a small diagram of the school.

REVIEW

What Have You Learned?

Pupils should be able to fill in the blanks below.

1. My second period subject is _____.

2. My second period teacher's name is _____.

3. School starts at _____ o'clock.

4. School is over at _____ o'clock.

5. My room number is _____.

Each of the following sentences is true or false. After each sentence, you will see the word true and false. If a sentence is true, circle the word true. If a sentence is false, circle the word false.

1. If we were to put these two names in alphabetical order, Mrs. Johnson should come before Mrs. Jackson. true false

2. When the tardy bell rings pupils should be in their seats and ready to work. true false

3. The bell that rings at the end of each class tells the teacher that it is time to let the pupils leave the room. true false

4. Pupils may leave the room as soon as the bell rings. true false

5. If a pupil is late coming to class, it means that he does not have perfect attendance. true false

SCHOOL PERSONNEL

Expected Outcomes

- Become familiar with the school personnel and their responsibilities.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

   principal
   counselor
   secretary
   custodian

2. Discuss the function of the teachers, administrators, and other building personnel who offer services to the students.

Teacher	Teaches pupils and helps them to solve problems.
Attendance Officer	Helps pupils come to school and be on time and keep a record of how many days each pupil is in school.
Custodian	Helps to keep the school clean so that pupils will have a clean and healthy place in which to learn.
School Nurse	Helps pupils to solve some of their health problems.
Counselor	Talks to pupils, listens to pupils and helps them solve their school problems.
Boys' Vice-Principal	Looks after the boys in school, helps protect them, helps them solve problems, and aids them in starting activities they will enjoy.
Girls' Vice-Principal	Looks after the girls in school, helps protect them, helps them solve problems, and aids them in starting activities they will enjoy.
Principal	Looks after the entire school and sees that everything runs smoothly so that pupils can learn.
Others	

3. Write the names in alphabetical order (on the chalkboard) of all the teachers in school and have pupils copy them. Include the names of the main school administrators with whom they may come in contact, for example, principal, nurse, attendance officer. Instruct the pupils to keep this list in their notebooks so that they may refer to it for the spellings of teachers' and administrators' names.

   Explain alphabetizing to the pupils so that they may be able to find a name quickly.

   a. Have pupils alphabetize for practice the words in exercise 1 on page 37.

   b. Call out a teacher's name and have the first pupil to find the name on the list come up and write it on the chalkboard.

REVIEW

Have pupils fill in the following blanks with the right word from the word list box on the right.

1. The person who helps pupils to work out health problems is the _____.
2. The person who looks after the whole school and sees that everything is running well so that pupils can learn, is the _____.
3. The person who helps to keep the school clean is the _____.
4. The person who keeps a record of how many days pupils are in school is the _____.
5. The person who teaches pupils is the _____.
6. The person who helps boys to work out their problems is the _____.
7. The person who talks to pupils, listens to them, and help them work out their school problems is the _____.
8. The person who helps girls to work out their problems is the _____.

teacher
attendance officer
custodian
school nurse
counselor
boys' vice-principal
girls' vice-principal
principal

REVIEW OF CHAPTER

Summary of Words You Should Know

Do You Know These Words When You See Them?

1. locker
2. cafeteria
3. homeroom
4. teacher
5. located
6. library
7. nurse
8. office
9. auditorium
10. building
11. forms
12. dances
13. assembly
14. ticket
15. bell
16. fire
17. tardy
18. attendance
19. time
20. principal
21. counselor
22. secretary

Can You Spell These Words?

1. locker
2. homeroom
3. teacher
4. nurse
5. dance
6. bell
7. fire
8. time
9. tardy
10. form

Can You Alphabetize These Words?

1. fire
2. principal
3. counselor
4. secretary
5. cafeteria

What Have You Learned From Chapter II?

Answer the questions below. Select the correct answer from the three choices. Write the correct answers in the blank.

1. The tardy bell means that _____.
   a. pupils should be in the room
   b. pupils should be in their seats
   c. pupils should be near the room

2. If a pupil has perfect attendance, it means that he _____ _____.
   a. has not been absent or late
   b. has not been absent
   c. has not been late

3. A person who helps pupils to solve some of their health problems is the _____.
   a. school nurse
   b. principal
   c. custodian

CHAPTER III

RECOGNIZING THE VALUE, FUNCTION, AND RESPONSIBILITY OF THE FAMILY IN RELATIONSHIPS WITH SCHOOL, CHURCH, COMMUNITY, STATE, AND NATION

THE FAMILY

FAMILY APPRECIATION

FAMILY AND SCHOOL

CHURCH OR TEMPLE

COMMUNITY

STATE

NATION

THE FAMILY

Point of View

Since the home is a basic institution in our democratic society, it is essential that education for home and family living be a part of the school activities of each American child from the time he enters kindergarten until he finishes college.

Solving the many problems associated with homemaking is a life problem faced, to some degree, by all people. Because of limited mental capacity, the EMR pupil without training, will often be unable to adequately solve some of the problems associated with successful family living and homemaking. Many of the EMR pupils come from homes where low standards of homemaking and family living exist. Often these homes may not provide the training necessary; therefore, equipping this pupil with the skills to function adequately as a family member, the head of a household, or a parent becomes a major task of the school.

Many EMR pupils come to school with little, or no, knowledge of such common homemaking and family-living practices as: seeing the necessity of regular meals, maintaining personal hygiene when handling food, setting a table properly, keeping clothes clean and mended, and planning economical and nutritious meals. The family-living program for the EMR must devote considerable time to teaching such basics as simple table setting, table etiquette, and proper clothing care. Many of the more technical and abstract materials which are taught children with normal intelligence, will not readily be understood or be of appreciable value to the EMR pupil.

In summary, despite the fact that the EMR pupil is limited, he will marry and rear a family. Society will hold him responsible for the welfare of his family. Society will expect the same standards of child rearing and care from the slow learner that it expects from all other people. The school program, then, must include; knowing how to take care of children, understanding some of the emotional and physical needs of young children; understanding some of the responsibility that is associated with parenthood; and knowing how and where to obtain medical advice and help. In short, one of the most important tasks of the school program is to help the EMR pupil acquire the understanding, basic skills, and proper attitudes and habits to become a successful homemaker and family member. Successfully meeting this problem will have positive effects on the pupil, his family, and community.

Expected Outcomes

- Learn to live together harmoniously.
- Become less dependent on others.
- Learn to express appreciation and love.
- Assume responsibility.
- Develop a willingness to share.
- Understand the importance of eating three regular meals daily.
- Take care of clothing.
- Recognize suitable dress for different occasions.
- Understand family and child care.
- Appreciate the home and contribute to daily and weekly household chores.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

family	neat
live	week
together	daily
grow	care
appreciate	children
love	chores
share	table
clothing	manners
meals	eat
dress	home

2. Encourage pupils to relate home experiences. Assign them topics to consider for discussion on a given day.

   - Good times with the family
   - Visits of relatives or friends
   - The work of mother or father
   - Mealtime at home
   - Others

3. Discuss families and family living with the pupils. These discussions should help them to be able to:

   a. Recognize that the composition of a family group varies from one household to another.

   b. Understand that patterns of living vary from family to family, but that no one pattern determines the happiness of the family.

   c. Appreciate and begin to assume responsibility as a member of a family group.

   d. Recognize and work toward solving some of the problems of group living.

   e. Appreciate the pleasure of family living which comes from mutual understanding and mutual enjoyment of everyday happenings.

4. Have the pupils read and know the meaning of family.

Meaning of Family

A family is a group of people who live together.

   a. There are many other things that characterize a family. Name some of the other things that convey the meaning of family.

   b. Have pupils tell what they characterize as a family. Write down the words they use, such as mother, brother, sister, aunt, uncle, grandmother, name of guardian, children.

5. Instruct the class to draw portraits of family members. Advise them to draw each portrait on a separate sheet of paper, or in a separate frame. Condition the pupils to accept the drawings on the basis of how the artist felt and what he was trying to express. It should not be judged by how closely it resembles the person being drawn, or how "real" it looks. Drawings are accepted for "feeling" and "expression of feeling," as well as for the viewing by an observer.

   a. Pupils may write sentences about each family member.

   b. Also, pupils may tie the portraits together with colored yarn so that when they are displayed, it is easy to determine what family members belong together and the size of a certain family.

6. Discuss size and composition of family groups.

   a. Pupils should recognize that the size and composition of the family group differs from household to household. Help them to see that although the composition of family groups changes from household to household, one is as acceptable as another.

   b. Point out some of the different compositions of families.

      - Mother, father, and children
      - Mother, father, and child
      - Stepmother, father, and children
      - Stepfather, mother, and children
      - Mother, and children
      - Father, and children
      - Mother, and child
      - Father, and child
      - Other people, mother, father, and children
      - Children, and guardians

   c. Have pupils write down a number that identifies the size of their families.

   d. Help the pupils to understand that the family composition does not determine happiness. The size might effect the pattern of living of a family, but not its happiness.

   e. Have the pupils discuss the way size affects a family's living pattern. For example, large families learn to share, conserve space, and divide money; an only child may need to learn to play with other children and to consider others.

7. Consider suggesting that pupils walk around their neighborhood to see where other children live.

   a. Have pupils discuss things they saw while on their walk, such as different kinds of houses; apartments, single and double houses.

   b. Pupils may write a cooperative story about things seen while on their walk.

8. Have pupils write out their addresses and telephone numbers. Explain the importance and need for each pupil to be able to write this information about himself. Have them write it over several times. Quiz them.

9. Help pupils to learn to express appreciation and love.

   a. Have pupils read and discuss each of the quotes below.

   b. Have them discuss the quotes in relation to love and appreciation of the family.

   c. Go over the words below so that pupils can easily read and enjoy the quotes.

whoever	forgive	strangers
heart	nameless	grateful
kindness	unremembered	folks
important	acts	success
suffering	firesides	gardens

Whoever has
a heart full of love
always has
something to give.

If a thought comes to you
of doing a kindness to some one,
do it that very minute!
Don't put it off; don't wait!
What's the use of doing a kindness
if you do it a day too late?

The most important thing a father
can do for his children
is to love their mother.

If you are suffering
from what a bad man has done,
forgive him,
or there may be two bad men.

I shall not pass
this way again.
Any good thing that I can do,
or any kindness
that I can show,
let me do it <u>now</u>!

Start the morning
with this thought;
I've never lived this day before;
this will be a happy day;
it will be a day
when I shall do great things.

We must not look outside
for happiness,
but in ourselves, in our own minds.

Happiness grows
at our own firesides,
and is not to be picked
in strangers' gardens.

He enjoys much
who is thankful for little.
A grateful mind
is both a great and happy mind.

Most folks are
about as happy
as they make up their minds to be.

Success is getting what you want;
happiness is wanting
what you get.

Happiness
is helping others!

Where there is no love,
put love
and you will find love.

10. Help pupils to assume responsibility in the home.

    a. Discuss how important it is for members of the family to do chores.

    b. Discuss the meaning of the word "chore."

Meaning of Chore

A chore is a little job.

    c. Ask if the pupils do work around the house before coming to school Ask if any of them do work around the house after going home from school.

    d. Make a list on the chalkboard of the different chores that are done by pupils in the classroom. Make another list of the chores that are done by other members of their families.

    e. Assign pupils to interview members of families to see if the list of chores compiled is complete.

    f. Make a list of chores that are done by mothers in different families.

    g. Discuss how pupils could help their mothers by taking on more chores. Comparing the list of chores done by pupils with the list of chores done by mothers may help children to understand the necessity of assuming responsibilities in the home.

    h. Old magazines may be put at a cut-and-paste center for pupils to select pictures of family members doing chores. Have pupils write sentences below the pictures describing what is taking place.

11. Discuss the factors which contribute to the feeling of "homelikeness."

    - family voices
    - family faces
    - furniture
    - dishes
    - knick-knacks
    - pets

12. Ask pupils how people are able to feel at home very soon after they move into a different house. List the familiar sights or sounds that maintain the "home" feeling.

13. Send a sheet home for the parents to rate the pupils. Request that the parents mark an "X" in the correct space, sign and return the rating sheets.

PARENT RATING SHEET

Place an "X" in space which best describes your child's attitude at home.

	Always	Often	Some-times	Rarely	Never
1. Enjoys helping out at home.					
2. Is neat around the house.					
3. Is courteous to the family.					
4. Gets along well with other members of the family.					
5. Accepts criticism.					
6. Seems to enjoy the home.					
7. Shows respect for parents.					
8. Makes good use of spare time.					
9. Expresses love and appreciation for the family.					
10. Is pleasant at home.					
11. Obeys.					
12. Helps without being told.					
13. Tells parents when leaving the house.					
14. Tries not to worry parents.					
15. Goes to bed on time.					
16. Eats properly.					
17. Takes care of clothing.					
18. Shows concern for others.					
19. Shares.					
20. Helps to care for younger children.					

a. Each "X" in the first column is worth five points.
Each "X" in the second column is worth four points.
Each "X" in the third column, three points; each "X" in the fourth column, two points; each "X" in the last column, one point.
Have pupils total their points. A perfect score is 100 points.

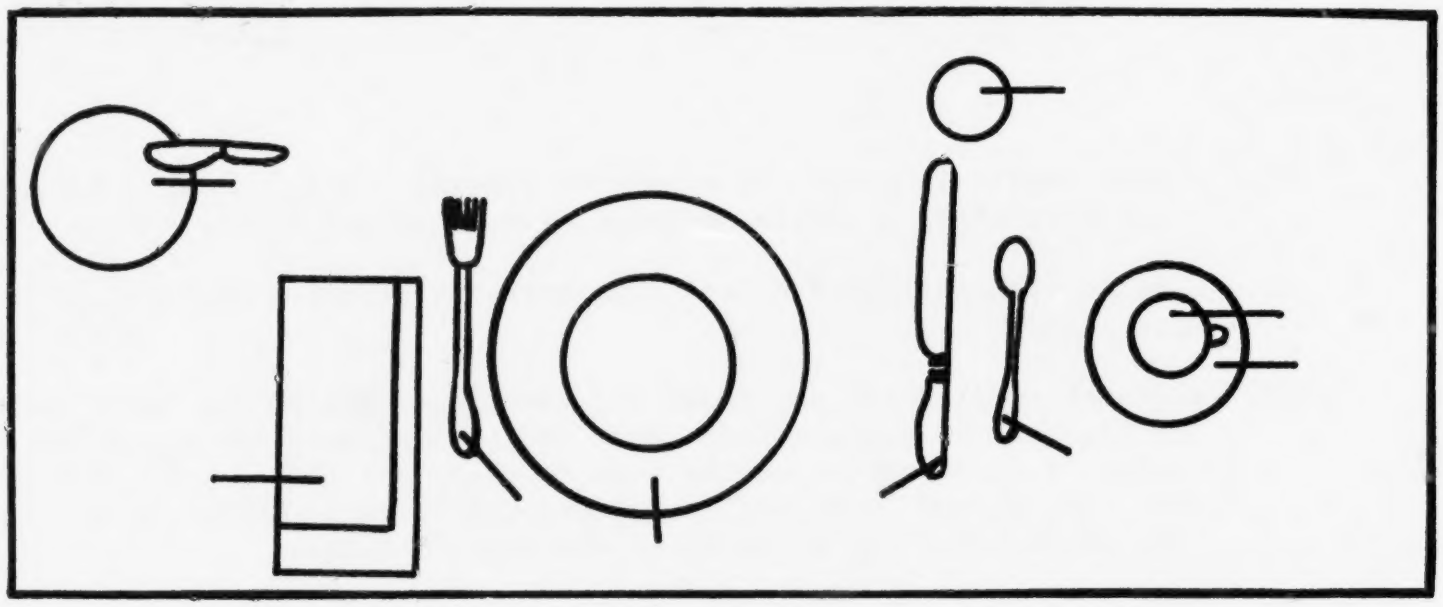
b. Encourage pupils to improve their attitude at home. Send another rating sheet home in a few months to see what improvements have been made.

14. Practice simple table manners and use of eating utensils.

a. Pupils can practice simple manners, such as:

- Waiting until everyone has been served before beginning to eat.
- Remaining in their seats until everyone has finished eating.
- Remembering not to talk with food in their mouth.
- Not blowing on hot food.
- Eating without unnecessary noises.

b. Demonstrate a simple table setting. Bring in a plate, glass, cup, napkin, and utensils for pupils to practice setting a table. Have them draw the correct table setting.



c. Learn the following words:

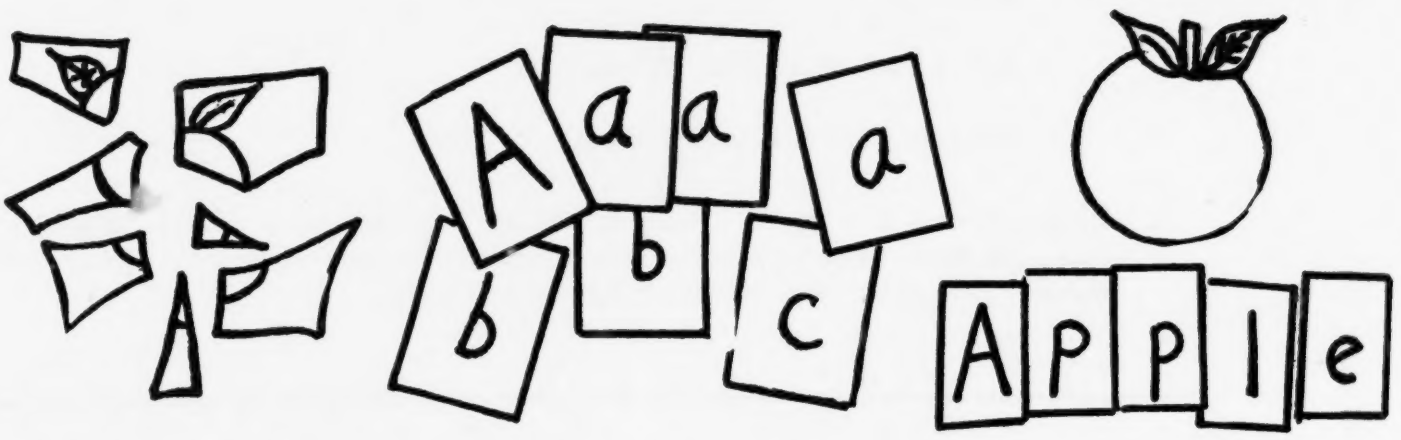
plate	spoon
fork	napkin
knife	butter
glass	table
cup	saucer

15. Discuss the use of good manners at the table.

16. Suggest that pupils create puzzles by cutting up pictures of various foods. Cut the pictures into six to ten pieces.

    Also, have them make small tabs and write a letter of the alphabet on each tab. There should be several tabs containing each letter and twice as many vowels.

    Have pupils put the puzzles together and put together words that describe them. This should help pupils recognize various foods and be able to spell them.



17. Assist pupils in preparing scapbooks showing various foods. Have the class help write a simple sentence or caption for each picture.

18. Compile with the class a food dictionary by matching pictures to a word list

19. Acquaint pupils with new foods and encourage them to try these foods. The teacher may prepare individual charts listing a large variety of foods. A check system can be used to check off those foods that pupils eat; and, as new foods are introduced and tried in school or at home, they are checked off or noted on the pupil's chart.

20. Plan a classroom lunch or breakfast. Have pupils plan, buy, and prepare the food. Manners, use of silverware, and table setting may be emphasized in this activity.

21. Take a trip to the supermarket to note how foods and counters are arranged. Use this experience for preplanning for a classroom grocery store. Have pupils bring in sample cans and boxes of foods. Permit pupils to shop at the classroom store for a balanced breakfast, lunch, or dinner.

22. Demonstrate the use of a manual can opener. Permit pupils to use it so they may learn how to operate one.

23. Conduct discussions about topics, such as the following:

    1. How to Behave in a Store.
    2. Why and How We Use Good Table Manners.
    3. Some Good Table Manners.
    4. Why Growing Girls and Boys Need to Eat Regular Meals.
    5. What Foods Can be Eaten Raw.
    6. What is a Snack?
    7. How the Seasons Affect the Foods We Purchase.
    8. The Words That Tell Us Where to Find Certain Foods at the Market.

24. Develop skits showing how to:

    a. Eat in a restaurant and serve oneself at a cafeteria or smorgasbord.

    b. Use good table manners.

    c. Use a napkin, set a table, or correctly serve food.

25. Dramatize eating at a restaurant. Have pupils make menu cards with various foods listed on the menus. Permit pupils to order a breakfast, lunch, or dinner. This activity will enrich the child's knowledge of knowing which foods are eaten at various meals.

26. Discuss how one practices cleanliness around food. Include some of the following topics:

    a. Washing hands before handling food.

    b. Wearing an apron when working with food.

    c. Covering hair when working around food.

    d. Using a spoon for tasting foods.

27. Make a scrapbook titled, "What Foods I Eat at Different Meals."

28. Use various containers of packaged food which have labels intact. Pupils may be shown how one can compare brands by looking for pertinent information on labels. Activities with the containers may be carried on in the classroom by having the teacher put prices on each article and then having the children select the best buys.

29. Encourage pupils to plant and care for a vegetable garden at home, in community gardens, or at school, if space permits.

30. Plan a field trip to a food processing plant where methods of handling, processing, and packaging of food products can be observed. Discuss with the class the reasons for various practices which were observed at the plant.

31. Invite the home economics teacher to discuss with pupils such matters as table settings, kitchen cleanliness, food spoilage, and basic food needs.

32. Conduct discussions concerning the way family members share responsibilities for preparing meals; how the family can enjoy having meals together; and how meals are controlled by likes and dislikes of individual family members as well as by standards and social customs of the family.

33. Talk about the reasons why restaurants and stores are inspected.

34. Illustrate through role-playing, good mealtime atmosphere as contrasted to poor mealtime atmosphere.

35. Make a display of school cafeteria menus for a week showing how basic food needs are being met.

36. Use newspaper grocery advertisements to supply material for several activities. The teacher may prepare shopping lists and set a budget for each list. Pupils may then use several grocery advertisements to find necessary items while staying within the shopping list and the budget.

37. Provide opportunities to use a scale in the classroom. This activity should give some understanding of weights.

38. Invite the school nurse, or doctor, to explain the importance of wholesome and nutritious foods.

39. Have pupils read the following:

Eating is done by everybody in all lands. Table manners came about because a person who is eating with other people can make their food taste badly if he is using poor table manners. It is not hard to use good table manners, and everyone owes it to himself to know and use them.

Some Things You Should Know About Eating

After seating yourself at the table, unfold your napkin and place it across your knees. Do not shake out your napkin, put it under your collar, tie it around your neck, or put it under your belt. After the meal, place your napkin beside your plate.

When cutting meat, cut only one or two bites at a time, put your knife down, eat these pieces and then cut more as you are ready to eat them.

Place food in your mouth with your fork. Eat all the food on the large plate with the fork, never with a knife or spoon. Do not pile up food on the back of your fork with your knife. A good rule to remember is NEVER to eat with a spoon those foods which can be eaten with a fork.

When you are eating bread, break it into several pieces on the plate and butter each piece, just before you wish to eat it.

40. Have pupils read the following:

Things to Remember

- Never place your knife in your mouth.

- Never break large crackers and place them in soup. Oyster crackers, however, may be broken into the soup. Larger crackers are to be eaten with the fingers.

- Break your bread into small pieces and butter each piece before you eat it. Only hot bread may be buttered as soon as it is served, so that the butter will melt into it.

- Avoid mashing your vegetables, and do not mix food on your plate into one large mess.

- Use the sugar spoon, not your own spoon in the sugar bowl. If no sugar spoon is on the table, try to shake what sugar you need from the bowl into your cup or spoon.

41. Direct pupils to practice sewing on buttons and mending ripped seams and hems. Use old items of clothing to practice on while learning how to perform these operations. This is something that both boys and girls should learn.

42. Have pupils construct a shoeshine kit as a class project. Set up a good grooming corner where shoeshining materials are available for use by pupils.

43. Teach pupils to make simple mending kits. Shoeshine kits and mending kits may be made for each classroom. Kits should be accessible to pupils when needed.

44. Use oversize clothing such as a sweater, skirt, shirt, trousers, and socks. Have pupils demonstrate some ways of adjusting clothing for better fit.

    a. Roll up the sleeves or cuffs.

    b. Turn the waistband neatly.

    c. Fit the sock at the heel and turn the toe part under.

    d. Other adjustments.

45. Visit a store with the class where pupils can be shown how to make clothing purchases. Pupils can put into practice some of the skills they have learned in the classroom. The clothing department manager or clerk may show the pupils some of the things they should observe when buying clothing. This activity should be arranged with the store manager before the trip is planned.

46. Allow pupils to practice ironing men's shirts and other articles of clothing. This activity can be carried on in the classroom, and can be expanded to include sewing on buttons and mending. Both girls and boys need this experience.

47. Take field trips with the class to a neighborhood dry cleaner, laundromat, and self dry-cleaning establishment. Have the store manager point out the necessity for frequent dry cleaning of clothing. The store manager may show the pupils how they remove spots and press clothing.

48. Conduct discussions on such topics as:

    a. When a purchase is a bargain.

    b. The advantages of buying clothing at a reputable store.

    c. Getting the most for our clothing dollar.

    d. Dressing properly for various occasions.

    e. The importance of one's clothing in making a good appearance at school, in getting a job, or in social activities.

49. Conduct discussions on ways to dress according to the weather; and why it is necessary to change clothing.

50. Conduct discussion on how to dress appropriately for various occasions. Point out that although a certain style of dress may be in vogue, it does not mean that it will look good on everyone.

Which outfit should be worn to school, to a party, or to the park?

51. Assign more capable pupils in the room to be helpers to less capable pupils. This may be an opportunity to point out how the members of the classroom are like a family, and how they are responsible for one another.

    a. Capable pupils may be assigned as partners of less capable pupils when the group goes on trips or excursions.

    b. Discuss when and how pupils can help one another; why tasks are easier for some pupils than for others; and ways in which they can be good helpers in school and at home.

    c. Display pictures showing various ways children can help one another.

    d. Try to develop a "big sister," or "big brother," relationship among class members.

52. Conduct discussions concerning what to do in case of an emergency when caring for young children in the home.

    a. Use newspaper articles about accidents involving young children to stimulate discussion about exercising safety measures when caring for young children.

    b. Develop a mural around the theme, "Things to Remember When Caring for Young Children."

    c. Illustrate such things as washing hands before feeding, ways of entertaining, and keeping away from dangers. These points can be illustrated by posters or pictures taken from magazines.

    d. Dramatize putting a child to bed. Emphasize washing face and hands, putting on night clothes, talking calmly, and telling appropriate stories.

    e. Organize cadet helpers. They can help care for nursery or kindergarten children in a nearby school. Pupils can learn some of the methods and techniques of handling and helping young children as part of their training as cadets.

    f. Encourage pupils to baby-sit. This experience can serve as a basis for discussions centering around child care.

    g. Have pupils tell of unusual experiences they have had while caring for children, and how these experiences were resolved.

h. Invite a capable mother who has had successful experiences in child rearing to visit the class. Prepare a series of questions to be asked. The questions may relate to baby-sitting or brother-sister responsibility. In a summary discussion, compile the findings.

i. Invite a competent mother with an infant child to visit the room so that pupils may observe the child's behavior and reactions, as well as the mother's care of the child. Encourage discussion between pupils and the mother. Have pupils decide in advance what should be asked and observed. In a summary discussion, pay particular attention to reasons for negative and positive reactions in the child, results of negative and positive influence of the mother, safety and health considerations, and minimum material needed for baby care. Apply all of these findings to a discussion of baby-sitting care of younger siblings in the home.

j. Discuss the types of clinics found in the community which serve children. Talk about how one may use clinic services.

k. Practice some of the things one can do to help in emergencies until the doctor arrives.

l. The teacher, a nurse, or a Red Cross volunteer may offer demonstrations on the care of the new baby.

m. Develop a skit showing how to use the phone to make medical and dental appointments.

n. Form a panel discussion on the topic "Unhappy Adults Often Were Once Children in Unhappy Families." Summarize by listing important points brought out in the discussion.

o. Have pupils develop a bulletin board to illustrate the stages of human growth. Pupils may contribute pictures, captions, and short stories to define the difference in size, appearance, and behavior associated with various growth stages. Encourage pupils to base their reporting on careful observation.

53. Assign classroom housekeeping duties, such as watering plants, and washing tables. This should help pupils develop home management and maintenance skills.

54. Provide and decorate individual boxes for pencils, crayons, etc.

55. Provide a certain place or table in the classroom for books, magazines, etc. Pupils should know where to return an item after it has been used. A pupil may be given the responsibility of seeing that this operation is properly carried out.

56. Allow sufficient time for the class to clean up after classroom activities.

57. Teach children to help beautify home and school.

    a. Make window flowerboxes to use at home.

    b. Keep desk, room, and school corridors neat. A weekly clean-out routine for desks will help establish this practice of neatness.

    c. Plan a school clean-up campaign. Pupils need to understand that writing and drawing on school walls and fences is not permissible.

    d. Encourage pupils to pick-up and dispose of litter on the schoolground and at home. This can be done by organizing classroom clean-up patrols.

    e. Beautify the home and schoolgrounds by spading, planting, and cutting grass. This activity can become a class project.

58. Take the class to local stores or agencies that sell secondhand and renovated furniture. The trip can acquaint the pupils with the understanding that furniture does not need to be new to be adequate.

    a. Old and broken furniture brought to school by pupils may be repaired or renovated by the class with the help of the teacher.

    b. Practice furniture rearrangement in the classroom. Discuss and plan ways with the class to improve the appearance of the room.

59. Permit pupils to serve as hosts for a P.T.A. or teacher's meeting, with the pupils serving coffee and snacks.

60. Develop a short play, pointing out the advantages of maintaining a clean house.

61. Demonstrate how to dust and use the vacuum cleaner.

62. Discuss some of the advantages and disadvantages of extended time buying.

63. Lead pupils in discussion of some things that they might do when changes occur in family routines. For example, the class might be asked to discuss and give solutions to hypothetical situations as stated below:

Problem 1

Mary's father has to be at work at 7:30 p.m.
The family usually eats dinner at 5:30 p.m.
Mother has gone to visit grandmother in another city.
She has telephoned to say that she has missed her bus and will not be home until 9 p.m.
There are two younger children in the home.

Questions

1. What are some of the things Mary can do to help father?

2. What can Mary do for her younger brother and sister?

3. What do you think Mary should do first?

Problem 2

Ronald's father and mother are not together.
He lives with his mother, and she works in a hospital from 11 p.m. until 8 a.m. Ronald's mother is not home when he leaves for school, and she is usually sleepy and cross when he comes home from school. There is an eight-year-old brother in the home, and Ronald must see that he gets to school and is picked up after school.

Questions

1. What are some of the things that Ronald can do to enjoy himself while he cares for his brother?

2. What can Ronald do to help his mother so that she can get more sleep during the day?

3. What kind of routine can Ronald make up for his family?

4. In what other ways can children show consideration for their parents when they know that things are not easy for them? Should children be willing to give up some of the things they enjoy?

a. Have pupils list some of the things which may lead to problems within the family. Attempt to point out how these problems may be avoided.

b. Have pupils prepare a time plan for performing family routines.

64. Discuss the importance of respecting routines within the family. Summarize this discussion by listing certain habits that contribute to the effective scheduling of time. Emphasize habits of helping, habits of orderliness, and habits of consideration.

REVIEW

What Have You Learned?

Make a sentence from each of the words below.

family	neat
live	care
share	chore
clothing	table
dress	manners

Each of the following sentences is either true or false. After each sentence, you will see the words true and false. If a sentence is true, circle the word true. If a sentence is false, circle the word false.

1. A family is a group of people who live together. True False

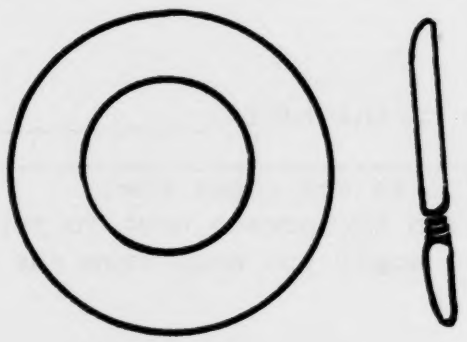
2. Different families have different ways of living. True False

3. A chore is the inside of an apple. True False

4. No matter how many persons there are in a family, they can still be happy True False

5. Only a few people in the family should have chores. True False

Using drawings, finish setting the table below.



Finish the quotes below by filling in the blanks with the right word from the word list box on the right.

1. The most important thing a father can do for his children is to love their _____.

2. If you are suffering from what a bad man has done, _____ him.

3. I shall not pass this way again. Any good thing that I can do, or any kindness that I can show, let me do it _____.

4. We must not look outside for happiness, but in _____.

5. Happiness grows at our own _____.

homes
sister
ourselves
forgive
mother
now
firesides
tomorrow

Select the correct answer from the three choices below each statement. Write the correct answer in the correct blank.

1. Eating is done by _____.
   a. most people
   b. everybody
   c. most people in this country

2. After seating yourself at the table, unfold your napkin and place it _____.
   a. around your neck
   b. under your collar
   c. across your knees

3. After the meal, place your napkin _____.
   a. beside your plate
   b. in your plate
   c. on the chair

4. When cutting meat, cut _____.
   a. it all up before eating it
   b. half of it up at once
   c. one or two bites at a time

5. Most food is placed in the mouth with the _____.
   a. fork
   b. knife
   c. spoon

6. If no sugar spoon is on the table _____
   _____.
   a. use your own spoon in the sugar bowl
   b. borrow a spoon from the person next to you
   c. try to shake what sugar you need from the bowl into your cup or spoon

FAMILY APPRECIATION

Expected Outcomes

- Appreciate companionship of home and family living.
- Understand why families need money and why all members need to help with this responsibility.
- Find out why it is necessary to learn to earn a living.
- Realize that houses may be very different in appearance without affecting their homelikeness.
- Appreciate the special days that occur for families.
- Appreciate family traditions or special ways built into the family-living pattern to make it distinctive.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

money	mother
earn	old
save	heart
traditions	together
holiday	tears

2. Have the pupils sing the song "Mother" and discuss the lyrics.

Mother

M is for the many things she gave me,
O means only that she's growing old,
T is for the tears she shed to save me,
H is for her heart - as pure as gold,
E is for her eyes with love-light shining,
R means right and right she'll always be.
Put them all together and they'll spell MOTHER,
A word that means the world to me.

Ask the pupils to suggest other songs written about Mothers.

3. Take the class for a walk in the neighborhood to observe the types of homes in which families live. Pupils may point out where they live, and a comparison of the different types of homes may be made. It can also be noted what makes yards and homes attractive.

   a. Collect and display magazine pictures showing different rooms in a house.

   b. Discuss the function of these rooms or how they are used by families.

4. Talk about areas where children can play so that property will not be damaged; what games are good to play when the play space is small; and how a child can be a good visitor in another's home.

5. Have pupils make simple reports on the topic, "What My Family Means to Me." Post some of the papers on the bulletin board to encourage pupils to think about their families.

6. Talk about the importance of the family to society. Explain how foster homes, orphanges, and adoption agencies place high premium on wholesome family living as a means of developing some of the healthy attitudes and values in children.

7. Talk about the necessity for all of us to have a pleasant attitude toward our family and family obligations.

8. Display posters showing a neighborhood before and after cleanup. Draw pictures showing a home with properly and improperly maintained rooms.

9. Visit a real estate office with the class, or invite a real estate man to the classroom. The realtor may discuss some of the things one should know or look for when renting or buying a house.

10. Have pupils observe their school neighborhood. Their observations may reveal some of the factors that influence the amount of rent paid in this area.

11. If possible, take the class to a Home Show to learn more about homes, equipment, and appliances.

12. Have pupils read the following story.

What Our Family Give Us

The family is the most important of all groups.

It matters to all of us how we look - the color of our eyes and hair, the shape and size of our nose, and if we are tall or short. When we are young children, we see that much of the way we look is determined by the family into which we were born. How we look is the thing we get from our families that is easiest to see.

Some of our habits and the way we act are other things we get from our families. Each family has its own way of taking care of a problem. Some members of the family "fly off the handle" when things go wrong; some take things easy. Some family members think fast, while others act first and think later. These are some of the ways you may act, partly because of the family into which you were born.

On your street the houses may look very much alike, the children may go to the same school; the fathers go the same way to their jobs; the mothers may have the same kind of housework; and they may go to the same clubs; yet, out of these houses will come all types of children. You have only to look about you at your classmates and yourself to see that people are alike in many ways, but they are also different in many ways.

Where we live and what we eat has something to do with how we act.

Each of us is a part of where and how we live and somewhat like those with whom we live.

Can you answer the questions below?

1. What do you think are the main things families are supposed to do?
2. What are some of the things that we get from our families?
3. What are some of the things parents should do for their children?
4. What are some of the things children should do for their parents?

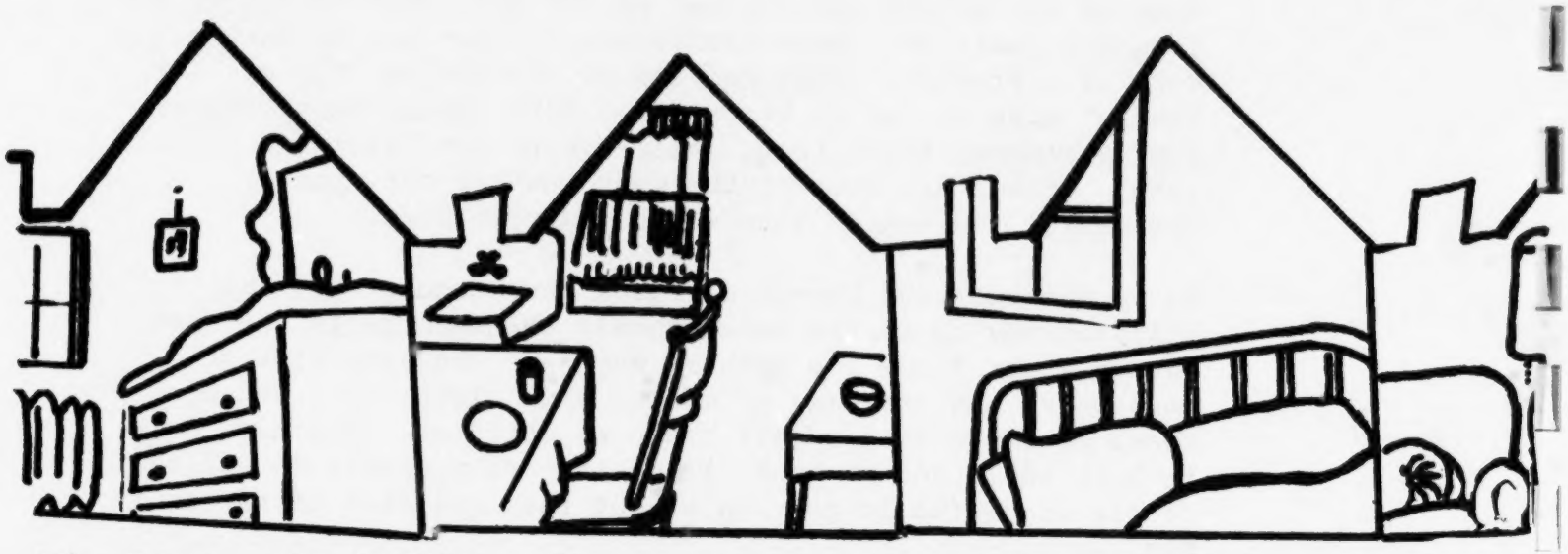
13. Have pupils make a folding book showing the different rooms in the house.

    a. Instruct pupils to use one large sheet of paper and fold it to include 3 or 4 rooms.

    b. Tell pupils to cut the sheet of paper to form the shape of a house.

    c. Tell pupils they should draw the different rooms in their house or apartment and write one word or caption to identify each room.

        - Kitchen
        - Bedroom
        - Living room
        - Dining room
        - Other rooms



14. Discuss why families need money and why all members need to help with this responsibility. Pupils may discuss why it is necessary to earn a living; talking about all the needs for money that exist in a family. Point out that everyone has the responsibility of helping to solve the problem of spending and saving money.

15. Discuss financial changes that may occur and how we can meet them. These changes may include:

        - Going away alone
        - Having a break in family circle
        - Having a new baby
        - Moving

    a. Ask children to tell some of the things that can happen in a family to cause change. Point out that everyone's life experiences some changes. Ask the class how they think children could make these changes easier for themselves.

    b. Have pupils do cooperative murals of typical changes in family living.

16. Talk about family traditions and the special ways in which families build their living pattern into something distinctive and wonderful for them.

- Favorite foods
- Family jokes
- Family customs

a. Have pupils discuss the special days that occur for families.

- Holidays
- Birthdays
- Picnics
- Rainy days
- Visiting days
- Church

17. Have pupils tell the familiar sights and sounds that come to mind when they think about their home.

a. Have pupils close their eyes and recall the sounds they remember hearing while lying in bed at night. These sounds tell something about each pupil's environment.

- Water splashing
- Trains whistling
- Truck and car horns honking
- Crickets calling
- Dogs barking

18. Discuss allowances and how to spend them wisely. Have the pupils read the meaning of an allowance.

Meaning of an Allowance

An allowance is a certain sum of money which is received by the week or by the month.

a. Pupils should understand that an allowance teaches one the value of money and how to best spend it.

b. Find out how many pupils already receive an allowance.

Explain that many pupils do not receive an allowance, as such, but are given small amounts of money by their parents when needed.

c. Find out how much each pupil receives for his allowance. Discuss whether or not they could get along with less.

d. Determine how many pupils do not receive an allowance, but are given money as they need it.

e. Have pupils read in the story below how Rachel got her allowance. Go over the following words below:

Rachel	track
type	spent
questions	list
begged	weekly
finally	sum

Rachel and Her Allowance

Rachel's father was the type who gave her 25 cents at a time after asking many questions to see if she really needed the money. She begged for an allowance, as her friends had, but her father would not give it to her. Finally, Rachel hit upon an idea; she kept track of what she spent from the money her father gave her, and at the end of the month she gave him the list. When he saw that he was actually giving her more money than the allowance that she had asked for, he gave in and said that he would give her a weekly sum.

19. Find out how many pupils are working part time, after school, and on Saturdays, to earn extra money.

    a. Ask how many of the pupils who are working are allowed to do whatever they wish with what they earn.

    b. Find out how much, if any, of the pupil's earnings is contributed to the general family fund.

    c. Explain to the class that sometimes the family income is such that the children must work and contribute their earnings to the family fund. In other cases, parents feel that only a portion, or none of the money, should be contributed.

20. Have the class read and discuss the stories below that reveal some special family problems. Be sure to go over the following words with the class before assigning the reading of each story. Have the pupils discuss the questions at the end of each story.

heartbreaking	terrible
divorced	thousands
separated	helpless
decided	homework
ashamed	dropped

Separation and Divorce

One of the most heartbreaking problems is a family that is broken by separation or divorce of the parents; but it is faced by all too many of us, and we must learn to adjust our lives and live with it as well as we can.

Bob knew that his parents were not getting along well together, but he thought that things would turn out all right in time. They did not, however. His mother and father finally decided to get a divorce. They broke the news to Bob, and told him he would live with his mother, and his father would visit him. Bob was very unhappy. He loved his parents but thought that they did not love him or they would not have done this terrible thing. He was ashamed to tell his friends about the divorce. He knew that thousands of people were divorced every year, but he never thought it would happen to his family. He felt so helpless because there was nothing he could do about it. He stopped seeing his friends and was by himself most of the time. He stopped doing his homework and his grades dropped in school.

Discussion Questions

1. Why was Bob unhappy?
2. What might Bob's friend's have done had he told them about the divorce?
3. Divorce is a very, very sad thing, but is it a disgrace?
4. What can we do to make the "best of things" if our parents are divorced?
5. Did it mean that Bob's parents did not love him because they were divorced?
6. What are some of the things that you can do to try to keep your own family together as you grow up?

Stepparents

Charlotte	Cinderella
decided	expected
marry	stepmother
stranger	stepparents
idea	cruel

Charlotte's father decided to marry again. It was hard to have a stranger in the house trying to take the place of her own mother. Charlotte kept thinking of Cinderella and expected her stepmother to be mean to her. It was very hard for Charlotte at first, but she finally saw that the idea of the "cruel stepmother" had passed away.

Discussion Questions

1. What could Charlotte have done to make it easier to get along with her stepparent?
2. Would she have been disloyal to her own father or mother if she found that she liked her stepparent?
3. Can a home be a happy home when one of the parents is a stepparent?

The Only Child

Sharon	share
growing	larger
longer	usually
fit	children
learn	break

Sharon is the only child in her family. Her mother and father find it hard to see that she is growing up. They want to see her as their "baby" for a few years longer. Sharon finds it hard to "break away" and do things on her own. Because the three of them in her family have been used to doing things together, Sharon does not know how to fit into the group at school.

It is also hard for Sharon to learn to share and get along with others. It is hard for her to "give in" to others.

Discussion Questions

1. Why does Sharon find it hard to get along with others?
2. What are some of the problems that "only children" sometimes have?
3. What are some of the things an "only child" can do to fit in with others?
4. What are some of the things that others can do to help "only children" fit in?

Sharing Your Home

sharing	wife
Mildred	grandfather
older	grandmother
brother	ideas
apartment	baby sit

Sometimes we find that we must share our homes with others. Mildred's older brother and his wife could not find an apartment, so they came home to Mother and brought their baby with them. After that, Mildred's grandfather died leaving her grandmother alone which meant that she had to come to live with them, too. Everyone's ideas seemed to be so different. Everyone got into everything that went on. Everytime Mildred talked to her mom or dad, her grandmother joined the conversation. The baby cried often and Mildred's brother wanted her to baby sit.

Discussion Questions

1. Should Mildred have been sad because she had to share her home?

2. What could she have done to make the "best of it?"

3. What is a family for?

4. What were some of the things that Mildred could have done to get along with her grandmother?

Foreign-born Parents

Jose	English
speak	American
Spanish	ashamed
Mexico	different
become	feel

Jose's parents were born in Mexico and they like to speak Spanish and do many of the things that they did in Mexico. Jose and his brothers and sisters, on the other hand, go to school with many different groups, learn to speak, read, and write English, and they want to become just as American as they can. Jose and his parents cannot see each other's way of life. Jose learned many new ways of doing things. He sometimes feels ashamed of his parents because they are different from the parents of his friends.

Discussion Questions

1. Should Jose be ashamed of his parents?

2. Because their ways are different from Jose's, does it mean that his parents' ways are wrong?

3. Should Jose show that he appreciates his parents' love for their old country?

4. How can Jose help his parents to know their new country?

5. How can Jose help his friends to get to know and understand his parents' way of doing things and at the same time, help his parents to know and understand his friends' way of doing things?

REVIEW

Each of the following sentences is either true or false. After each sentence, you will see the words <u>true</u> and <u>false</u>. If a sentence is true, circle the word <u>true</u>. If a sentence is false, circle the word <u>false</u>.

1. Much of the way we look is due to the family into which we were born. True False

2. Familiar sounds make us feel safe and at home. True False

3. A child should never have to give his money to his family. True False

4. When parents get a divorce, it means that they do not love their children. True False

5. An allowance is a certain sum of money which is given to children each week. True False

6. A home cannot be a happy home if one of the parents is a stepparent. True False

7. An "only child" sometimes has trouble getting along with others. True False

8. Each one of us becomes a part of where and how we live. True False

9. If our parents are from another country, it is best not to invite friends home. True False

FAMILY AND SCHOOL

Expected Outcomes

- Understand the importance of togetherness at school and at home.

- Realize that there must be daily routines in a family and in the classroom.

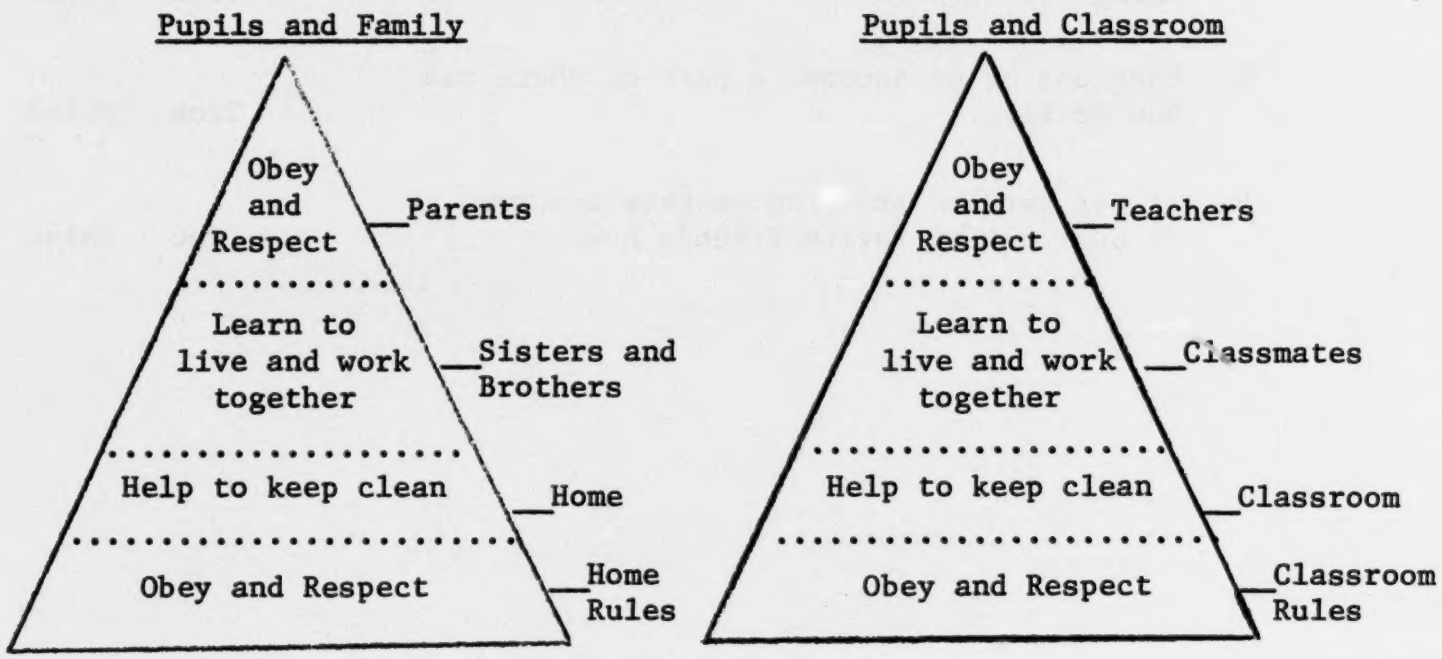
Suggested Learning Experiences

1. Have pupils add new words to their word list.

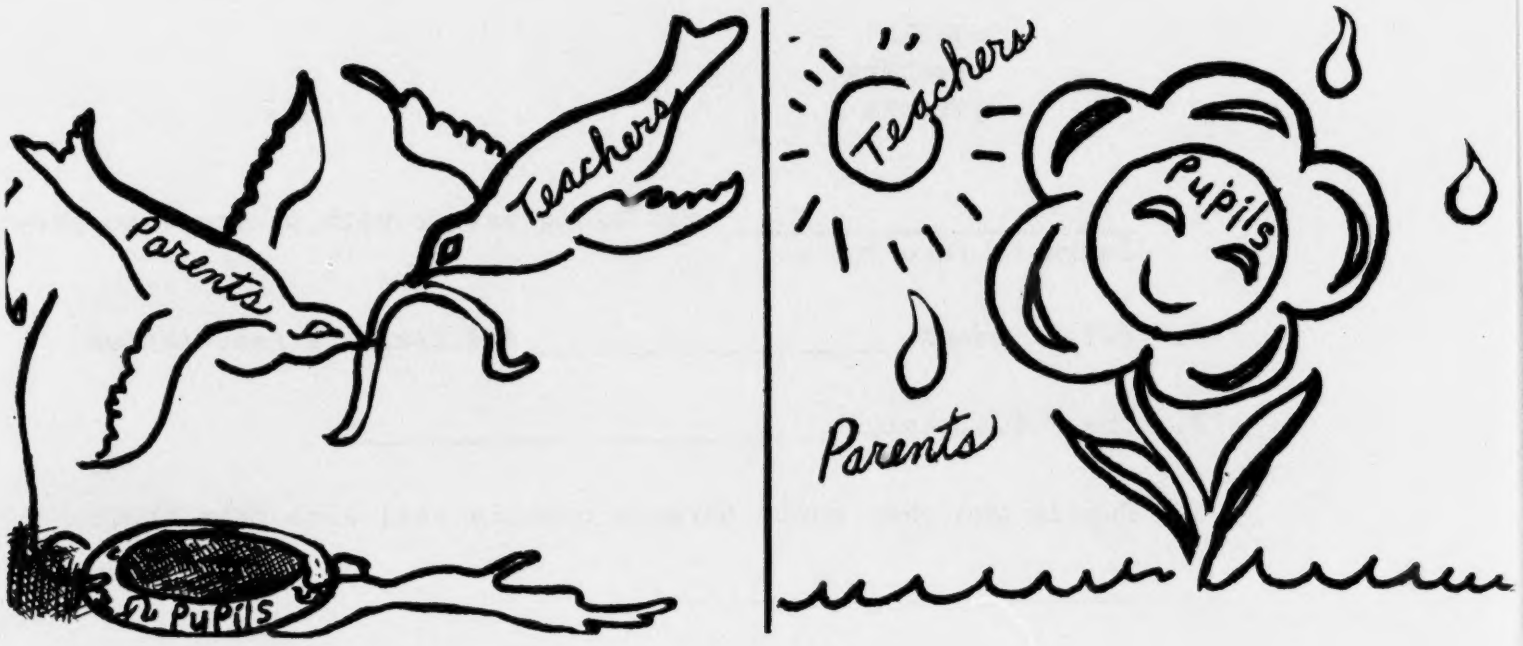
togetherness	obey
cooperate	respect

2. Talk about the influence of the family on the school. Point out that pupils who make good family members usually make good school members. Pupils who show respect for parents usually show respect for teachers. Discuss how home training is reflected in school behavior.

3. Compare the family situation with the classroom situation in the diagram below.



4. Instruct pupils to draw pictures which illustrate parents and teachers working together.



5. Point out that problems in human relations are always possible when more than one person is involved and that it is possible to solve some of the problems both at home and in school:

   a. Taking turns.

   b. Being considerate.

   c. Deciding on behavior.

6. Have pupils recall their first day at school. List on the chalkboard some of the thoughts and fears they had.

7. Discuss the meaning of P.T.A.

<u>Meaning of P.T.A.</u>

P.T.A. means Parents and Teachers Association.

   a. Discuss why schools need good P.T.A.'s.

   b. List some of the things that P.T.A.'s do.

REVIEW

Fill in the blanks using one of the three words which are listed below:

pupils
teachers
parents

1. _____ get along better with others when they learn to take turns.

2. P.T.A. means _____ and Teachers Association.

3. The P.T.A. helps _____.

4. Pupils who obey their parents usually will also obey their _____.

CHURCH

Expected Outcomes

- Appreciate moral and spiritual values.
- Appreciate our spiritual heritage.
- Learn about the first Thanksgiving.
- Discuss the nature of democracy on "Freedom of Religion."

Suggested Learning Experiences

1. Have pupils add new words to their word list.

church	freedom
religion	Puritans
value	prayer
Thanksgiving	God
thanks	worship

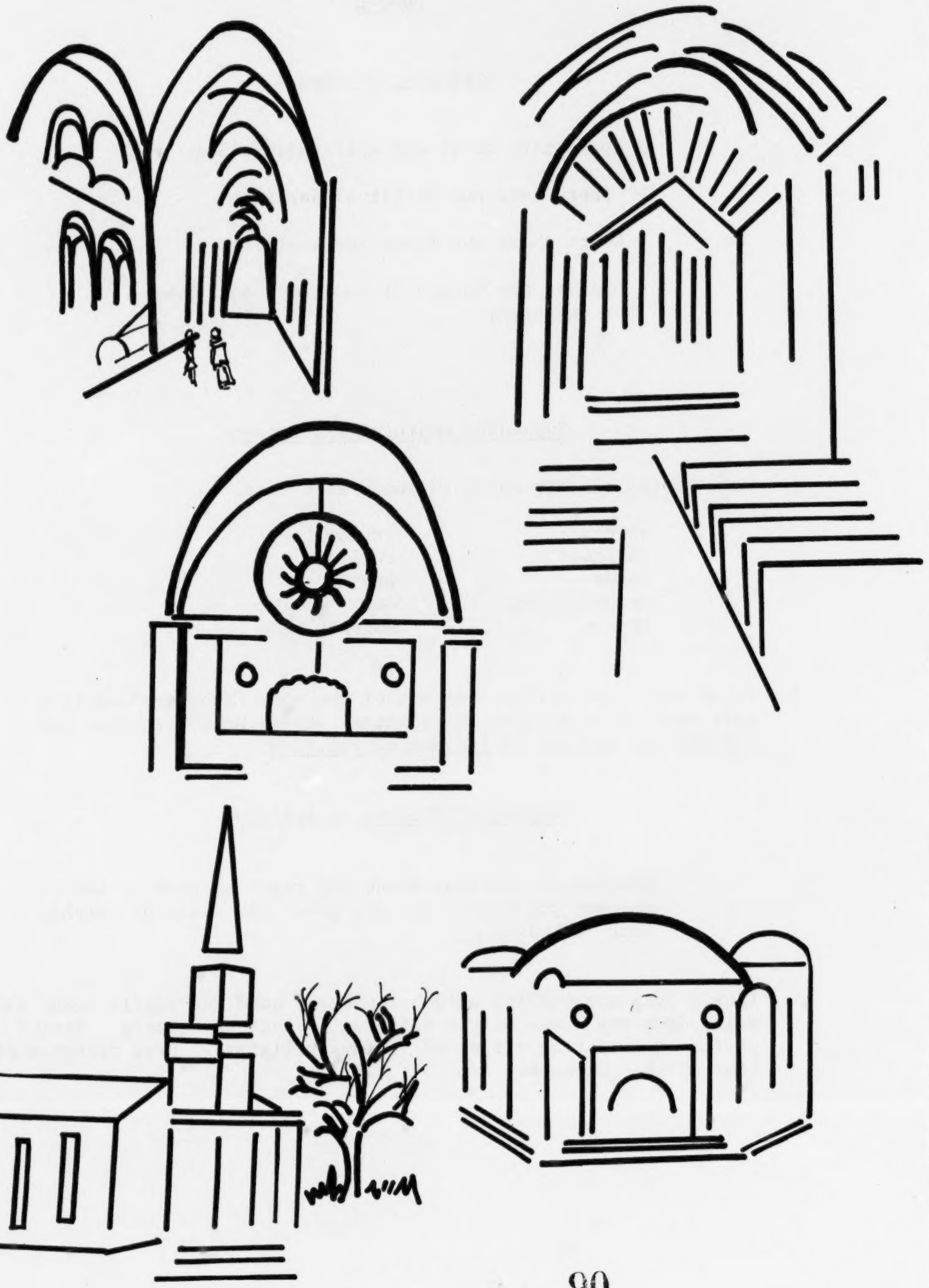
2. Point out to the class that one of the many "freedoms" we have in this country is freedom of religion. Have the pupils read and discuss the meaning of freedom of religion.

Meaning of Freedom of Religion

Freedom of religion means the right to worship God in any way you wish. You may go to any place of worship that you wish.

3. Take a trip through the neighborhood and have the pupils count and write down the names of the different places of worship. Assist pupils in preparing a list of various religions. Draw pictures of some of the churches.

CHURCHES



4. Have pupils read and discuss the story below and learn the following words:

colonists
believing
usually
benches
Sundays

Church and the Early Days In Our Country

In the early days of our country, many people left their own countries to come to America. One of the reasons that some people came to America was to worship as they believed.

Not all of the colonists, however, wanted everyone to be able to worship as they wished. Some of them believed that their own way of worship was right and that other ways were wrong.

Churches in those days were usually made of wood. The men sat on one side of the church and women on the other side. They all sat on hard wood benches. The talk given by the minister, called a sermon, took many hours. If an older person went to sleep, someone would tickle his nose. If a younger person went to sleep, they would give him a sharp rap over the head. People were very strict about church in those days.

On Sundays, called the Sabbath, little work and no play were allowed. The only chores that were done were those that could not be left, such as feeding the animals.

5. Read articles and conduct discussions that will help pupils to better appreciate our spiritual heritage. Explain that those who do not wish to participate in the lesson on Washington's prayer do not have to do so.

   a. George Washington's prayer.

      - Talk about the prayers that are said for the nation in the Washington Memorial Chapel at Valley Forge. These prayers are said everyday at noon.

      - Have pupils locate Valley Forge on the map.

      - Explain to pupils that a copy of Washington's prayer for the nation is always in the Washington Memorial Chapel at Valley Forge.

Learn the following words:

Almighty	government
God	citizens
prayer	obey
protection	justice
amen	grant

Washington's Prayer (revised)

"Almighty God, we make our prayer that you will keep the United States in your holy protection; that you will make the hearts of the citizens willing to obey the government and have love for one another.

And finally that you will help us to do justice, to love mercy and help others so that we can be a happy nation.

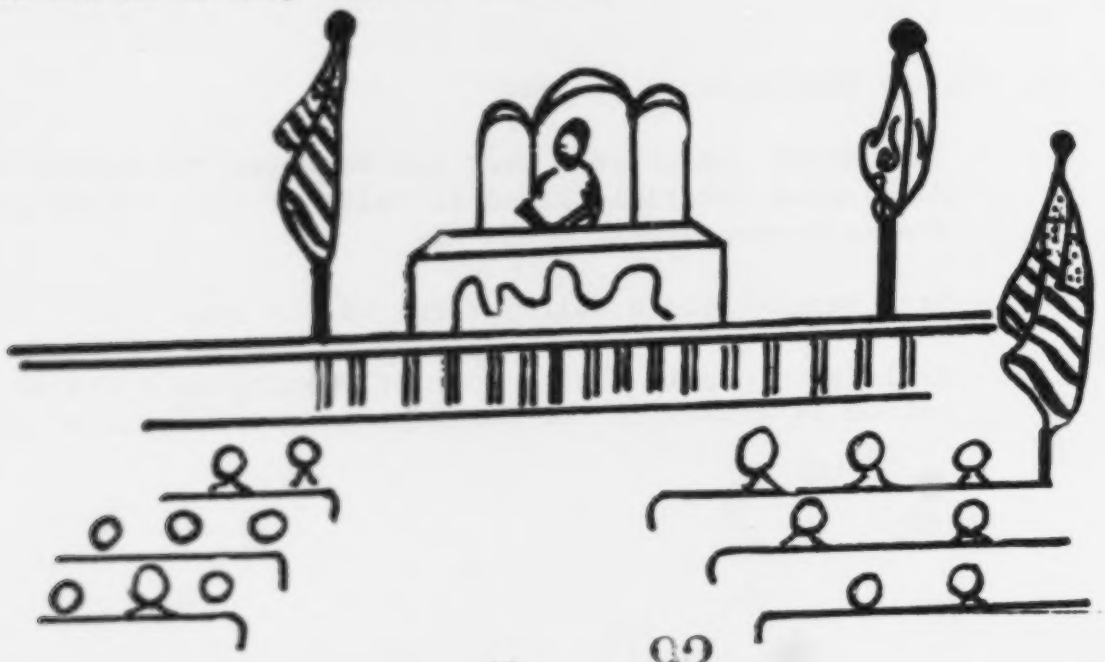
Grant us this, we ask you, through Jesus Christ our Lord,

Amen."

b. Discuss how the United States Flag should be displayed in a place of worship.

The Flag In Church

The flag is in the place of honor at the minister's right as he faces the people in the church; the church, or other flag, is at his left as in the drawing below. If the flag is outside of that part of the church around the alter, the flag is in the place of honor at the right of the people in the church as they face the minister.



c. Discuss the story of Thanksgiving in America.

The Story of Thanksgiving In America

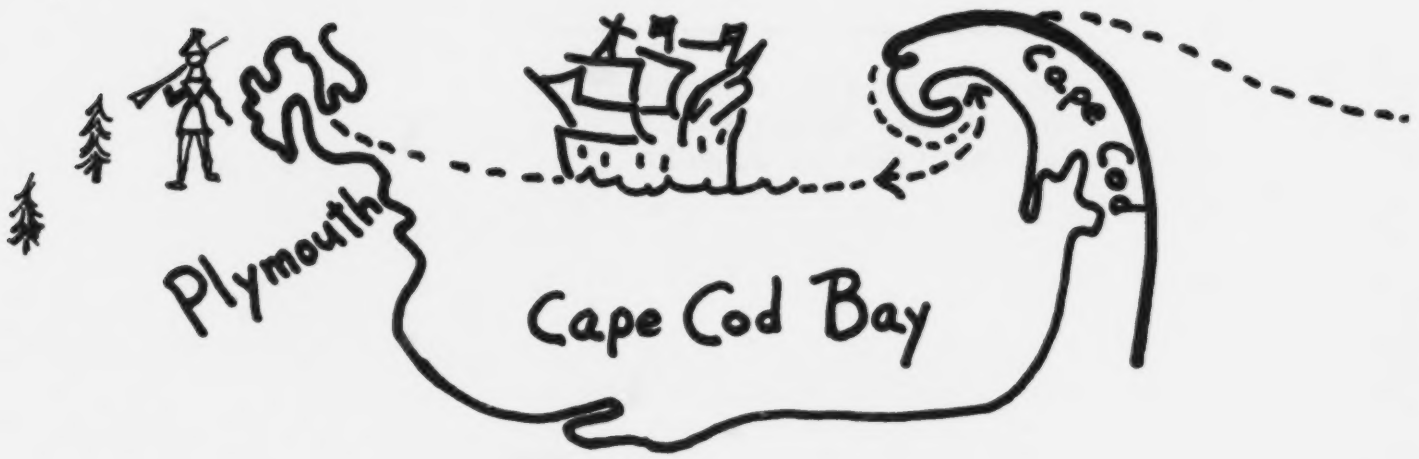
This is the story of the first Thanksgiving in America. It happened more than 300 years ago.

Two ships, the Mayflower and the Speedwell, left England to make homes in a new land. There were many different kinds of people on the two ships. Some of them were people that we call Pilgrims.

A Pilgrim was a person who went to a far-off place because of his religion. In England at that time, everyone had to go to the same church. The Pilgrims wanted to be free to have their own church, to worship God in their own way. So they left England and went to live in Holland. However, they did not find the freedom of worship there they had expected to find. Many then returned to England and then sailed for America. Many others came directly to America from Holland.

Many people became seasick on the ships. Others were sick because they did not have the right kind of food to eat. Soon there came a big storm. How the waves beat against the ship! Everyone was afraid. After the storm, the Pilgrims gave thanks to God as the Mayflower sailed on.

The Pilgrims wanted to go to that part of America called Virginia, but they landed on Cape Cod which was farther north. It was in the winter and there were no friends to welcome them and no houses in which to live. But they had reached land, and they thanked God for bringing them safely to the new country.



The winter was not a cold one, but it seemed long to the Pilgrims. Many of them were sick. Many of them died. It was a sad time for everyone. With a great deal of hard work, the men built small houses.

At last, spring came. Everything turned green, friendly, and beautiful. Everyone was weak and thin, for there had been so much sickness and they did not have enough to eat. One day, a tall Indian walked into the village and spoke to the Pilgrims. It was nice to find a friendly Indian.

Soon they had other Indian visitors. The Pilgrims gave the Indians two shining knives and a copper chain to hang around their necks. The Indians showed the Pilgrims how to plant corn, the Indian way. The Indians put small dead fish in each place where the seed was planted. This helped the corn to grow.

The Pilgrims decided to have a special day to thank God for all He had given them. They wanted to have a Thanksgiving party, or feast, and invite the Indians.

And what a feast it was! Men shot deer and wild turkeys. The women cooked and baked. The day of the Thanksgiving dinner was warm and pleasant. Long tables were set. Everyone wore their best clothes. They said a prayer, giving thanks to God for their homes, their food, and their safety in a new land. After dinner the Pilgrims played games. The Indians danced. And that was the story of the first Thanksgiving.

REVIEW

Have pupils select the correct answer from the three choices below each statement. Write the correct answer in the correct blank.

1. A Pilgrim is a person who goes to a far-off place because _____.

   a. he wants to find gold.
   b. of his religion.
   c. he likes to travel.

2. In England at that time people _____

   a. had to go to the same church.
   b. could go to any church they wanted to.
   c. did not go to church.

3. The Pilgrims gave the Indians _____

   a. two shining knives.
   b. a large mirror.
   c. two dogs.

4. The Indians showed the Pilgrims _____

   a. how to kill wild animals.
   b. how to swim in rivers.
   c. how to plant corn.

5. After the first Thanksgiving dinner, the Pilgrims and the Indians _____

   a. went home.
   b. played games and danced.
   c. went out to hunt wild animals.

COMMUNITY

Expected Outcomes

- Understand the meaning of community.
- Study about your own community.
- Know some of the things that communities provide.
- Study job opportunities provided by the community.
- Learn about the history and cultures of the communities of Los Angeles.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

community	welfare
group	clean
people	traffic
interest	culture
needs	transportation
service	recreation
neighborhood	different
library	playground
park	opportunities
protection	dependent

2. Have pupils read and discuss the meaning of a community.

Meaning of Community

A community is a group of people who live close together and have many interests and needs that are alike.

3. Have pupils discuss the following topics:

- Our community helpers
- Firemen
- Community helpers for safety
- Workers who come to our doors
- Workers who help us travel

4. Community resources

Discuss use of the telephone.

a. Obtain telephone books from various nearby communities for group use. The class should become familiar with the manner in which the names are listed and location of emergency numbers.

b. Discuss the importance of always looking up the number in the telephone book. Distinquish between home and classified sections. Have the class practice looking up numbers picked at random.

c. Discuss what would constitute an emergency call. Find the emergency numbers in various books. Point out that information can be given to the operator on a nondial phone.

d. Discuss the following topics:

- Knowing the right way to dial a number
- Remaining calm and talking slowly on the telephone
- Politeness while talking on the telephone
- Making a business telephone call

5. Community emergencies

Discuss what to do in case of fire.

a. Talk about how important it is to find and use emergency telephone numbers in case of fires.

b. Have the class compile a list of what directions to give in case of fire.

c. Have the group make imaginative fire calls.

- Looking up emergency numbers in telephone books
- Dialing or giving the operator the number and the correct information and directions
- Turning in an alarm at an alarm box (pointing out that the use of an alarm is best, if it is closer than a telephone)

d. Take the class to a fire-alarm box for demonstration.

6. Discuss what the policeman can do for us.

   a. Bring out the activities of the police when accidents occur. Show how they protect us and our property and preserve the peace.

   b. Have the class compile a list of situations in which they could use the help of a policeman.

   c. Have members of the group act out the roles of the policeman and the citizen.

7. Explain the doctor.

   a. Talk about when to call the doctor and how to find one.

   b. Discuss different kinds of doctors.

8. Discuss the dangers of drowning and importance of never swimming alone or immediately after eating.

9. Compile a list of safety directions that will apply during an electrical storm. Where would it be safe, and where would it not be safe during an electrical storm? Point out that it is better to enter a substantial building, or lie on the ground if caught in the open during a storm.

10. Discuss communication.

   a. Have pupils discuss the various types of letters, both personal and business, and the kinds of postage available.

   b. Explain what happens to a letter after it is mailed.

   c. Visit a post office, if possible.

   d. Talk about a telegram, and when you would send one. Distribute blanks and instruct pupils to compose some telegrams.

11. Talk about banks.

   a. Discuss what a bank is and how to open an account. Answer questions as to what happens to our money in a bank.

   b. Talk about what kinds of accounts there are in a bank and for what purpose each is used.

   c. Conduct banking activities in the classroom, covering the various activities involved.

d. Discuss the importance of saving money and always paying your bills (credit rating).

e. Discuss loan company operations. Dramatize someone coming in to request a loan. What has to be considered?

12. Discuss the purpose of insurance. Talk about the importance of insurance.

13. Talk about the churches in the community.

14. Discuss taverns in the neighborhood.

a. Talk about social drinking and the possible dangers involved.

b. Point out the expense of drinking. Obtain pamphlets from State Board of Health on subject of alcoholic beverages. Materials can also be obtained from the State Traffic Division of Motor Vehicle Department.

15. Interview favorite neighborhood helpers. Plan questions, practice greeting and introductions.

16. Collect pictures of people at work from newspapers and magazines.

17. Have the class study the chart below on community helpers and talk about job opportunities.

Worship	Health	Safety
minister	doctor	fireman
nun	nurse	policeman
priest	garbage man	crossing-guard
rabbi	iceman	
	water man	
	visiting-nurse	
Food		**House**
baker		moving man
grocer	**Clothing**	painter
milkman		plumber
peddler	delivery man	paper hanger
fishman	dry cleaner	roofer
vegetable vendor	laundry	electrician

18. Talk to the class about cooperating with people who contribute to the neighborhood's welfare.

    a. Help to keep classroom clean, arranging chairs and desks to facilitate the work of custodial staff.

    b. Be friendly to the personnel in stores, banks, library, and other places.

    c. Give correct amount of money or counting change in making purchases.

    d. Help with trash and garbage disposal.

    e. Obey traffic rules and advise younger children to do the same.

    f. Care for library books, magazines, and other property.

    g. Deliver messages and answer telephone correctly.

    h. Use the toilet and other facilities properly.

    i. Use school and playground equipment carefully.

    j. Recognize obligations to maids, janitors, waitresses and delivery boys

19. Know something about the history of the various communities of Greater Los Angeles.

    a. Read and discuss the paragraph below on Greater Los Angeles, and know the following words.

<u>Greater Los Angeles</u>

Los Angeles	mountains
Rhode Island	sea
spread	area
great plain	between

Greater Los Angeles has 40 cities. They spread over a great plain between the mountains and the sea. They cover an area as large as the state of Rhode Island.

b. Read about the story of Los Angeles below:

The Story of Los Angeles

On a summer evening in September, 1781, a few travelers from Mexico gathered beside a little river to name a village that they had traveled 1,000 miles to settle. They gave it the name of Pueblo de Nuestra Senora la Reina de Los Angeles de Porciuncula which meant, the town of Our Lady the Queen of the Angels of Porciuncula. Later it was known as El Pueblo; and, in time, it was known as Los Angeles.

c. Read the Los Angeles Time-line below.

Time-line on Los Angeles

1769	First white men visited the Los Angeles area.
1781	Village of Los Angeles was settled and named by some 44 men, women, and children from Mexico.
1792	The Tar Pits were visited by a Spanish scientist.
	Spanish rule in upper California gave way to Mexican, and there was a change in city government in Los Angeles.

1835 Los Angeles became a city.

1842 The American flag was raised over Monterey because it was said that the United States had made war on Mexico. This was not true at the time. The man who had raised the flag, Jones of the United States Navy, visited the governor in Los Angeles to say that he was sorry.

1845 Los Angeles became the capital of upper California.

8'6-7 War between the United States and Mexico.

1848 California was given to the United States.

1857 The "boom," which occurred because so many people wanted beef cattle, ended. At that time, the outlaws left Los Angeles.

1876 The Southern Pacific Railroad came to Los Angeles.

1887-8 Many people moved to Los Angeles to buy land and build houses. Communities were made that are like the communities in Los Angeles today.

1892 Oil was discovered in Los Angeles.

1910 The first movie was made in Hollywood in a tavern and barn at the corner of Sunset Boulevard and Gower.

1941 Los Angeles began its freeway system with the Pasadena Freeway.

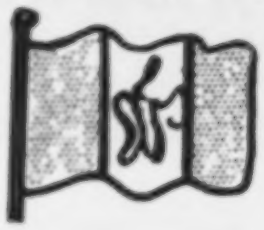
1943 Smog was first noticed in Los Angeles.

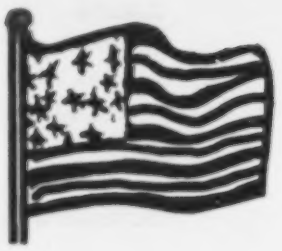
d. Read and discuss how various places in and around Los Angeles were named.

Names of Places In Los Angeles

Anaheim	"Home on the Ana," that is, on the Santa Ana River, where, in the late 1850's, some German people from San Francisco began a community.
Azusa	Began as a Shoshonean Indian village (Asuksa-gna). Some say the word means "skunk place" and others say it means "grandmother."
Beverly Hills	Named by Burton E. Green in 1906-7. Mr. Green looked in a newspaper and read that President Taft was vacationing in Beverly Farms, Massachusetts. He thought it was a pretty name and named Beverly Hills after it.
Burbank	Named in 1887 for Dr. David Burbank who was a sheepraiser, dentist, and builder of the Burbank Theater in Los Angeles.
Eagle Rock	Named because on the map it looked like an eagle with its wings spread out.
El Monte	A Spanish word meaning, "the wooded place."
Figueroa Street	Carries a famous Spanish-California name, Governor Jose Figueroa.
Hollywood	The wife of Horace H. Wilcox named it Hollywood in 1887. A friend who was visiting with her from Chicago gave her that name.
La Puente	A Spanish name meaning, "the bridge."
Pasadena	Named by the Chippewa Indians, meaning, "valley between the hills."
Pico Boulevard	Named for the last governor of Mexican California, Pio Pico.
Spring Street	Named by Lieutenant E. O. C. Ord after his sweetheart, whom he called Springtime.
Watts	Named for Julia A. Watts. (The first Black Americans who lived there worked for the Pacific Electric Railroad Company.)
Whittier	Named in 1887, for a Quaker. His name was John Greenleaf Whittier.

e. Know the three periods in the history of Los Angeles.





REVIEW

Review the Time-line on Los Angeles, page 97. In the review below, place the correct date in the space beside the event that occurred on that date.

1. _____ White men visited Los Angeles for the first time.
2. _____ Los Angeles became a city.
3. _____ Smog was first noticed in Los Angeles.
4. _____ War between the United States and Mexico.
5. _____ The first movie was made in Hollywood.

1910
1769
1846-7
1943
1835

Describe what event occurred on each of the dates below.

1. 1792: _____
2. 1876: _____
3. 1845: _____

Review the Names of Places In Los Angeles, page 99. In the review below, write the name of the place beside the sentence that tells how it was named or the meaning of the name.

1. _____ "Home on the Ana."
2. _____ "Valley between the hills."
3. _____ Named because it looked like an eagle on the map.
4. _____ Named after Julia A. Watts.
5. _____ "The wooded place."

Watts
Pasadena
Anaheim
Eagle Rock
El Monte

STATE

Expected Outcomes

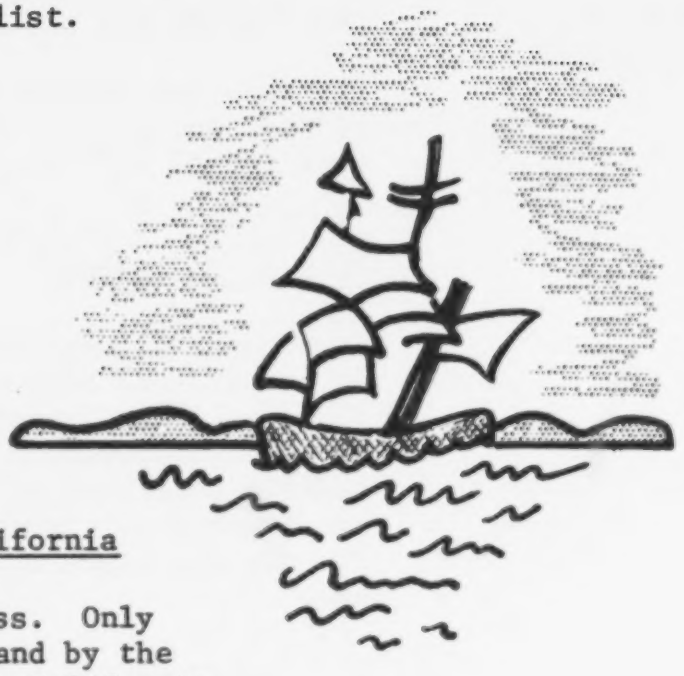
- Know, in general, what California is like.
- Discuss Indians of old California.
- Know something about California's historical background.
- Recognize Spanish names and other contributions to California.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

   state
   California
   Indians
   Spanish
   West

2. Read the story below about California.



CALIFORNIA

Juan Cabrillo Finds California

California was once a great wilderness. Only Indians lived in the high mountains and by the blue sea. No white man had ever seen California. The first white men to come to California came from Spain. California was discovered by Juan Cabrillo from Spain on September 28, 1542. The part of California that he first came to was San Diego.

Soon men were comming from all over the world to the wild, beautiful country. Men came from Spain, from other parts of the United States, from France, and from far-off Russia. Some of these men returned to their own countries. They told others of what they had seen and showed them the maps they had made. Others stayed in California to build churches, and houses.

Russians came to California

Nikolai Rezanov came to Mexican-California from Russia. He fell in love with a Spanish girl, Concepcion Arguello, and they talked about getting married. The Russian came to California to open trade with California for his country. He had to return to Russia, but he planned to come back to California. While he was away, he became ill and died. Poor Concepcion never married. She spent the rest of her life teaching the California Indians.

Five years after Nikolai left California, a Russian village, Fort Ross, was set up and many Russian people came there to live.

Mountain Men

Many people wanted to see California. Some came to trade. Some came to trap wild animals and sell the skins. The mountain men came from all over the United States. They did not stay in one place.

Mountain men helped to smooth the way for people who wanted to stay and live in California. Kit Carson was one of the greatest of all the California mountain men.

Gold in California

James Marshall was the man who discovered gold in California. He set off the biggest rush for riches ever known in American history. This happened in January, 1848. Marshall wanted to keep his discovery a secret, but the news got out. Soon, gold seekers came from all over. There was almost no one left in San Francisco. Marshall lost everything during the gold rush. The man who first found gold in California died as a very poor man.

Wheat in California

Isaac Van Nuys proved that wheat could be grown in southern California. Van Nuys came from New York. He came to California in search of good health.

California, a rich state

California soon became a rich state. Many crops were grown in the great valleys. Gold was discovered. Trees were cut down for lumber. People came to California in large numbers.

Chinese in California

Charles Crocker brought many Chinese to California to work on laying tracks for the railroad. It had been his idea in the first place to try Chinese workers on the railroad. Without Crocker and his Chinese workers, the railroad link across the United States might never have come about.

Black American in California

William Leidesdorff was California's first Black American pioneer. He was one of California's first millionaires. He came to California in 1841 and did many fine things. He built the first warehouse and the first hotel in San Francisco. He started San Francisco's first school. He even started California's first horse race.

Last Mexican Governor of California

Pio Pico was the last Mexican governor of California. He became governor in 1845. Pico tried to keep the Americans out of California, but Mexico was not able to protect California. Other countries were eager to share in her great riches.

The Chinese public speaker in California

Ng Poon Chew came to California from China. In those days, most Chinese did not plan to stay in California. They hoped to return to China.

Ng Poon Chew was a bright, hard-working man. He wanted to stay in California. He wanted to make something of himself, so he went to night school. There he learned to speak English well. He wore American clothes. He started a newspaper. He traveled all over the country giving speeches. Ng Poon Chew showed that a Chinese person could get ahead in the United States. Many young Chinese probably followed in his footsteps.

California during the Civil War

Thomas Starr King came to California about the time of the "War Between the States." Some people in California said, "Let's join the South." Other people in California said, "Let's stay with the Union." King loved California. He went all around the state talking to people and helping to keep California free, and he helped to keep California in the Union.

John Muir

John Muir loved to look across the lovely valleys of Yosemite. He helped to make it a national park so all the people could enjoy it as he did.

Luther Burbank

Luther Burbank was a well known gardener. He developed many new plants and flowers. He lived in California for 50 years working in his vast garden. Luther Burbank grew a new potato called the Burbank potato. He also created new kinds of roses and poppies. He even grew a cactus with no thorns.

William Mulholland

William Mulholland brought water to Los Angeles. He came to California from Ireland in 1877. At that time, southern California needed water badly. Everything was drying up.

Mulholland put himself in charge of digging the "Big Ditch." This was a ditch that was 240 miles long. It carried water from the Owens River to Santa Monica. This water supply helped Los Angeles grow to be the biggest city in the state.

Richard Henry Dana

Dana was a good sailor and a fine writer. He wrote about California. Dana wrote that California's weather "is as near being perfect as any in the world."

Mark Twain

Mark Twain is one of the best-known and best-loved of American writers. He wrote many famous books. Many people know about Mark Twain on the riverboat in Missouri. They know about him in New England and New York. But most people do no know that it was in California that Mark Twain first became famous.

Edwin Booth

Edwin Booth was the best of all the actors who was in plays during the gold rush days in California. It is too bad that people only remember him as the brother of the man who shot President Lincoln.

Jack London

Jack London was a poor boy who became a well-known writer. Jack London became a very good writer. If you visit Oakland, California, you may see Jack London Square. It was built near the waterfront where young Jack London studied and lived. There is also a Jack London State Park in northern California.

Bret Harte

No one wrote better stories about the gold rush than Bret Harte. In 1860, Bret Harte was living in a town called Arcata, California. He heard that some Americans had killed 60 peaceful Indians. Harte was angry about the murders. He would not keep the story out of the newspaper, as he had been told to do. He wanted people to know about it. The people of Arcata ran him out of town. Bret Harte showed that he was not the sort of man who kept quiet when he saw that a wrong had been done.

Hubert H. Bancroft

We owe a great deal of what we know about early California to Hubert Bancroft. He wrote some of the most important history books about California.

3. Discuss different governments that have existed in California.

   a. Read and discuss, What is a Government.

What is a Government?

A government is a person, or persons who come together to make laws and rules so that people can live together in peace and safety and try to take care of the needs of one another.

b. Know something about the Indian government in California.

The Indians had a very simple kind of government. Usually there were about 130 people living in one village. The chief was the head of the village. In most villages a man became chief because his father was chief. Some chiefs were women. A chief in one village could not make rules for another village.

The Indian government was not like the government we have today.

c. Know something about the Spanish government in California.

The Spanish California was really ruled by the King of Spain, just a single man. The people under the king who could make some of the rules were priests, and men who were head of army outposts. These army men were there to protect the missions. Many people came to live near the missions, and the missions grew into towns. The city of San Francisco began that way. The towns had governors, who were chosen by the King of Spain.

d. Know something about the Mexican government in California.

In 1822, Mexico took over California from Spain. The Californians became free citizens of the new Mexican nation. After this, the national government in Mexico City picked a governor for California. This governor could not make many rules. He could select men to help him carry out rules that were made in Mexico City. Unlike Spain, Mexico allowed leaders to pick others to help them make their rules in the towns.

Mexico also set up in California, courts very much like the courts that we still have in our states today.

e. Know something about the "California Republic" government.

During the time California was under Mexican control, other countries wanted to take California for themselves. England, who had loaned Mexico great sums of money, wanted to take California as payment. The American people did not like this. The president of the United States tried to buy California from Mexico, but this did not work. Then they thought about getting the Californians to revolt against Mexican rule. There was much talk, and thought in 1845 about this kind of actions. Finally,

a group of Americans who were living in California decided to do something about the situation. They showed up at the home of the governor of California and told him that they were taking over the government.

On the spot, they set up a new government and a new "nation," the California Republic. One of the Americans made a flag on which he painted a star and a bear. This flag is still our state flag today. The new government, set up by about 40 or 50 men who called themselves "The Bears," did not last very long.

f. Know something about the American government in California.

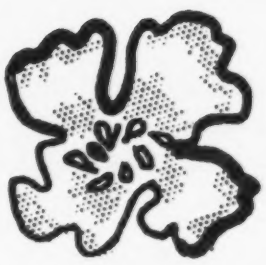
In 1846, an American fleet of ships landed in California and raised the American flag. During the war between Mexico and the United States, there was some fighting in California, but very little. In 1848, the American forces won the war, and Mexico turned over California to the United States. For about the next one and one-half years, California was ruled by army men, and there was much unhappiness.

California came under the rule of the United States, but no one knew if it was to become a state or not. Because little was done about this, the people of California decided to get together and draw up a Constitution of their own.

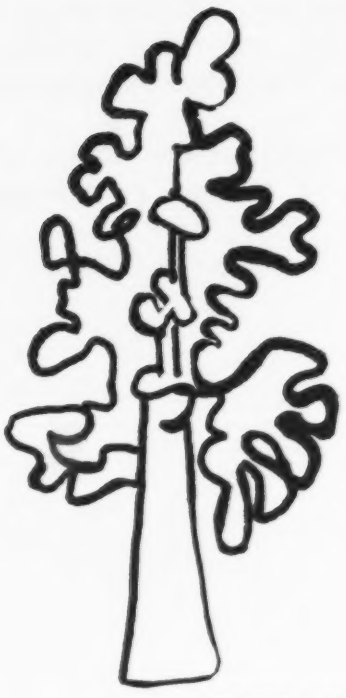
g. Know some facts about California.

STATE FLAG

STATE BIRD
California
Valley
Quail

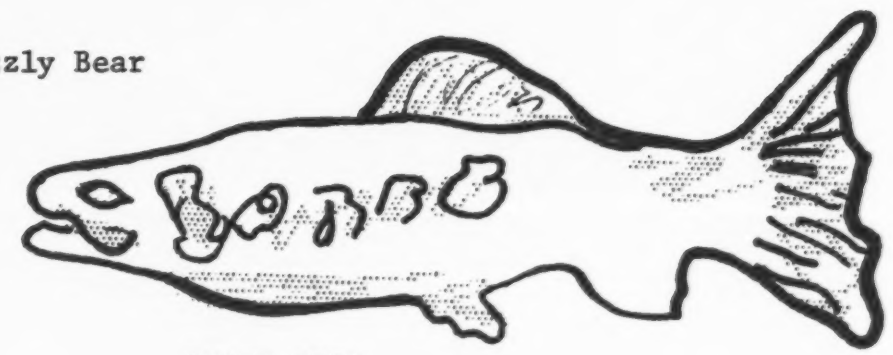


STATE FLOWER
The Golden Poppy



STATE TREE
The Redwoods

STATE ANIMAL
California Grizzly Bear



STATE FISH
Golden Trout

REVIEW

Each of the following sentences is true or false. After each sentence, you will see the words <u>true</u> and <u>false</u>. If a sentence is <u>true</u>, circle the word <u>true</u>. If a sentence is <u>false</u>, circle the word <u>false</u>.

1.	California was once a great wilderness.	True	False
2.	The first white man to come to California came from America.	True	False
3.	Kit Carson was one of the greatest of all the California mountain men.	True	False
4.	The man who discovered gold in California was a rich man when he died.	True	False
5.	John Muir helped Yosemite become a national park.	True	False

Fill in the blanks with the right name from the word list box on the right.

1. _____ was California's first Black American pioneer.
2. _____ discovered California in 1542.
3. _____ was one of the greatest of all the California's mountain men.
4. _____ was the man who brought water to Los Angeles.
5. _____ wrote some of the most important history books about California.

Juan Cabrillo
Hubert H. Bancroft
William Leidesdorff
Kit Carson
William Mulholland

NATION

Expected Outcomes

- Study current events.
- Understand what it means to be a citizen of the United States.
- Learn about how the nation was developed and what it is like now.
- Discuss famous persons and places.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

America	famous
United States	citizenship
current events	country
rights	freedom

2. Talk about current events.

   a. Write to the Los Angeles Times, or Los Angeles Herald-Examiner newspapers and ask that they send free copies of the same issue of the newspaper for each member of the class.

   b. Distribute newspapers and have pupils put their names on their copy so that they can be collected and re-distributed.

   c. Discuss headlines, front-page articles, and other articles of interest to the pupils.

   d. Have pupils cut out certain articles and begin a scrapbook on current events.

   e. Discuss current topics of interest with the class.

      - Student walk-outs
      - Elections
      - Others

3. Read and discuss the following statements.

Your Country

When this nation was born it was given a name, just as you were. It was called the United States of America. This is your country's real name, but sometimes it is called the United States, or America. Your country's birthday was July 4, 1776.

What Is Our Land

The land in which you live is a part of the earth. It is all the land that lies inside the United States.

What Is Our Nation

The nation, called the United States of America, is made up of more than 190,000,000 Americans. Most of these people live in their own land, the United States. But whether they live at home or in another land, Americans are still members of our nation.

Americans Are United

Americans are united. "Unite" means, to hold together. Americans are held together in two very important ways. First, they have their own land, the United States. Second, they obey the laws made by the United States government.

4. Have the pupils recite the Pledge of Allegiance to the Flag each morning. Select a pupil who knows the Pledge from memory to serve as a leader. Talk about what The Pledge of Allegiance means.

The Pledge of Allegiance

I pledge allegiance

I promise to be true

to the flag of the United States of America,
and to the republic for which it stands,

to the government for which it stands,

one nation under God,

one country with God's help,

indivisible,

it cannot be divided,

with liberty and justice for all.

where all people are free and have the same rights.

3. Have pupils sing patriotic songs, such as "The Star-Spangled Banner," "America," and "God Bless America." Encourage pupils to learn the words of these songs so that they can sing them from memory. Talk about such things as the necessity for standing and behaving oneself while these songs are being sung or played.

4. Have the class dramatize stories with simple plots about Columbus, the first Thanksgiving, and incidents from Washington's and Lincoln's lives. Through this experience, the pupil should begin to develop some understanding of the meaning of these holidays.

5. Prepare booklets describing well-known Americans. Include in the booklets some prominent persons in the early development of America and why these people are worthy of study. List characteristics of these people which helped make them famous Americans.

REVIEW OF CHAPTER

Summary of Words You Should Know

Do You Know These Words When You See Them?

1.	family	20.	share	39.	Puritans	58.	different
2.	live	21.	money	40.	prayer	59.	playground
3.	together	22.	earn	41.	God	60.	opportunities
4.	grow	23.	save	42.	worship	61.	dependent
5.	appreciate	24.	traditions	43.	community	62.	state
6.	love	25.	holiday	44.	people	63.	California
7.	share	26.	mother	45.	interest	64.	Indians
8.	clothing	27.	old	46.	needs	65.	Spanish
9.	meals	28.	heart	47.	service	66.	west
10.	dress	29.	together	48.	neighborhood	67.	America
11.	neat	30.	tears	49.	liberty	68.	United States
12.	week	31.	togetherness	50.	park	69.	country
13.	daily	32.	cooperate	51.	protection	70.	rights
14.	care	33.	church	52.	welfare	71.	freedom
15.	children	34.	religion	53.	clean	72.	famous
16.	chores	35.	value	54.	traffic	73.	citizenship
17.	table	36.	Thanksgiving	55.	culture	74.	current
18.	manners	37.	thanks	56.	transportation	75.	events
19.	eat	38.	freedom	57.	recreation	76.	homes

Can You Spell These Words?

1.	family	6.	clean	11.	thanks	16.	state
2.	live	7.	mother	12.	love	17.	California
3.	care	8.	old	13.	dress	18.	America
4.	table	9.	together	14.	God	19.	United States
5.	money	10.	church	15.	people	20.	country

How Well Did You Read the Statements About Your Country, Our Land, Our Nation, and United Americans.

Fill in the blanks with the right name from the word list box on the right.

1. When our nation was born it was given a _____.
2. "United" means to hold _____.
3. Americans own their own _____.
4. Americans obey the _____.
5. The land which you love is a part of the _____.

land
earth
name
together
laws

What Have You Learned From Chapter III?

Match the word with its meaning. Write the word in the blank that tells the meaning of the words below:

1. _____ a group of people who live together
2. _____ a little job
3. _____ a certain sum of money which is received by the week or by the month
4. _____ Parents and Teachers Association
5. _____ the right to worship God in any way you wish
6. _____ a group of people who live close together and have many interests and needs that are alike
7. _____ a person or group of persons who come together to make laws and rules so that people can live together in peace and safety and try to take care of the needs of one another

community
government
chore
family
P.T.A.
freedom of religion
allowance

What Do You Know About a Family?

Each sentence is true or false. After each sentence, you will see the words true and false. If a sentence is true, circle the word true. If a sentence is false, circle the word false.

1. No matter how many is in a family, they can still be happy. True False
2. Much of the way we look is due to the family in which we are born. True False
3. No home is happy when there are stepparents in it. True False
4. Familiar sounds make us feel safe and at home. True False
5. A child should never have to give his money to his family. True False

How Much Do You Know About Your City, State, and Country?

1. Greater Los Angeles covers an area as large as the state of _____.

2. Los Angeles was founded by people from _____.

3. The first white men to come to California came from _____.

4. The state animal in California is the _____.

5. When this nation was born it was given a _____.

grizzly bear
Mexico
Spain
Rhode Island
name

CHAPTER IV

UNDERSTANDING HOW GEOGRAPHY AFFECTS OUR CULTURE

IMPORTANCE OF GEOGRAPHY

PEOPLE AND THEIR RELATIONSHIP TO THE ENVIRONMENT IN WHICH THEY LIVE

THE EFFECT OF TRAVEL AND TRANSPORTATION ON PEOPLE

IMPORTANCE OF GEOGRAPHY

Point of View

Understanding geography has no value to the educable mentally retarded pupil unless it helps him to live more successfully, more fully, and more effectively. His understanding of his physical surroundings should equip him to better enjoy, use, and conserve natural resources. It should enable him to participate more intelligently in making community decisions relative to the control, use, and modification of his natural and mechanical environment.

The acquisition of elementary knowledge about his environment should aid the educable mentally retarded pupil in becoming more easily assimilated into his community. In addition, he will be helped to be more personally efficient by having some understanding of the mechanical devices that he encounters in daily living in his home, place of work, and in the community.

He must adjust to his environment in order to survive. In order to adjust, he must have some understanding of those things in his environment which directly affect him. The school program has an obligation to help him understand, control, modify, and use his environment advantageously. The degree to which he acquires this understanding will affect his personal adjustment and the contribution that he can make to his family and community. His keeping healthy, earning a living, enjoying beauty, and traveling, relate directly to his understanding of geography.

Selection of what will be taught about geography will also, in part, be governed by the passage of time and events. The advent of television provides many contacts with phenomena which previously had been beyond the understanding of most EMR pupils. The selection of what will be taught in the school program will be in part controlled by the need. Whatever approach is used, the teacher must encourage the pupil to apply in his daily living that which he has learned in school.

Expected Outcomes

- Learn something about the world in which we live.
- Learn about the kinds of work people do.
- Study about types of transportation.
- Recognize the kinds of clothes people wear.
- Learn about games and sports people play.
- Understand the influence of our environment upon our needs.
- Learn ways in which geography is most intimately connected with daily life.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

   world
   people
   transportation
   clothes
   sports
   geography

2. Read and discuss the following statements about geography.

The Meaning of Geography

Geography is the study of the world in which we live and a study of people and how they live in that world.

The World In Which We Live

Man gets everything he needs for living from the three parts of the earth—land, air, and water. He depends on them as do other animals, plants, and birds. Our food, homes, and clothing come from the earth. Most of what man does is done on the face of the earth. Some of man's work is done below the earth's surface. Now man has moved into outer space. The earth changes man, and man changes the earth.

Where man lives makes a difference as to how he lives. As the earth becomes more crowded with people, there is more unhappiness among them, and there is more need for them to learn how to get along with one another.

3. Discuss how weather and seasons make a difference in what we do and how we live from day-to-day. Discuss the different ways in which weather affects us.

   - The way we dress
   - What we eat
   - Plants that grow near us
   - Animals that live near us
   - The kind of houses we live in
   - The natural resources that we have

   a. Discuss how temperature is affected by sun, air, and water.

   b. Keep a classroom weather chart to record daily weather changes.

   c. Divide the class into groups to represent the four seasons. Have each group prepare a drawing which illustrates the weather conditions common to each season.

   d. Discuss appropriate dress associated with different kinds of weather. Have the pupils make illustrations of appropriate dress for various weather conditions.

   e. Read stories about animals and discuss how they protect themselves to meet seasonal conditions.

   f. Discuss how weather conditions affect plants. Talk about how weather conditions can damage and limit the amount of fresh fruits and vegetables on the market.

   g. Talk about, and observe, seasonal changes, such as falling leaves and nuts in autumn, dry grass and the absence of birds and insects in winter, flowers and buds in spring, and fireflies and green grass in summer.

   h. Discuss how seasonal changes affect play activities. Develop a list of games that are usually played during each season.

4. Read and discuss the following facts about our earth.

Some Facts About Our Earth

Days in the Year — There are 365 days in a year. It takes our earth a year to travel around the sun. Once every four years, it takes 366 days for the earth to make this trip.

Continents — The large lands of our earth we call continents. There are seven continents. Their names are North America, Europe, Asia, Africa, Australia, South America, and Antarctica. We live on the continent of North America.

Mount Everest — Mount Everest, in Asia, is the highest mountain in the world.

Mount McKinley — Mount McKinley is the highest mountain in our country.

Waters of the Earth — There is three times as much water as land on our earth. Oceans, seas, lakes, and rivers are all part of this water. There are also bodies of water called gulfs and bays. Five great oceans cover a large part of our earth. They are the Pacific, Atlantic, Indian, Arctic, and Antarctic oceans. The Pacific is the largest and deepest ocean.

A Planet — A planet is a heavenly body which goes around the sun.

The Sun — The sun is a flaming ball of gaseous matter.

The Moon — The moon is a heavenly body which goes around a planet.

A Star — A star is a faraway sun.

5. Discuss the kinds of clothing people wear.

   a. Read and discuss the story below.

How People Dress

Perhaps the first people to live on earth wore no clothing. For long hair covered their bodies. Later they dressed in skins of animals.

Today men, women, and children in different parts of the world have different ways of dressing. Many of them dress somewhat as we do. They wear their oldtime clothes on special days.

Many things have to do with the way people dress. People dress the way they do because of the weather, food, plants, animals, and their type of work.

b. Study and discuss the drawings of the different ways people in the world dress.

When the United States of America was young, people wore clothing that would look strange to us today.

The clothing that we wear today would look strange to the people who lived in our country long ago.

c. Look at some of the clothing worn by people from other places in the world.

d. Have pupils carry out the following activities.

- Find Canada, Mexico, West Indies, Africa, Czechoslovakia, Hungary, Japan, and Alaska on the map.

- Learn some things about these countries which might tell why people there dress as they do.

- Find out and talk about the kinds of weather they have in these countries.

- Talk about the kinds of work people do in these countries.

e. Build an understanding of factories that make certain kinds of clothing, such as boys' shirts, girls' dresses, and ladies' evening gowns.

- Look at the classified telephone book. Notice that many kinds of clothing makers are found under "Apparel."

- Discuss why it is sometimes good business practice for a factory to make just one kind of clothing or apparel.

- Take a trip around the neighborhood to see factories that make clothing or stores that sell clothing.

- Plan a trip through a clothing factory.

- Discuss where workers learn to do these jobs.

f. Prepare a bulletin board showing the various steps required to make a dress.

- Raising the material from which the cloth will be made
- To the factory
- Cloth factory
- In the factory
- To the dress factory
- Dress factory
- To the store
- The store

g. Talk about different kinds of cloth. Discuss which come from plants and which are made from animals.

h. Collect samples of different kinds of cloth. Make a chart. Show how each feels. Put a word under each sample that tells something about it. Add a sentence and a picture showing the use of each sample in making clothing. Use rulers to tell which is strongest.

Know which dries faster. Using a magnifying glass to see the weaving patterns. Discuss materials from which clothing is made.

Fur	Burlap
Plastic	Satin
Wool	Velvet
Cotton	Nylon
Leather	Cellophane
Rubber	Feathers

i. Compare clothing made at home with clothing made in a factory.

j. Make a notebook on clothing.

- Show new fashions.

- Show clothes worn by people in other countries.

- Show how ladies' clothes differ from girls' clothes.

- Cut out newspaper advertisements for children's clothes.

- Write about why people buy new clothes.

- Show special clothes used by policemen, firemen, doctors, waitresses, nurses. Write about why they wear special clothes.

k. Learn the clothing sizes of the pupils in class. Use pupils as models and take measurements for complete wardrobes.

6. Discuss with the class how geography is most intimately connected with daily life.

a. Pupils should understand that the community in which they live is a part of the whole earth.

b. Have pupils read and discuss the story below.

Our Place On Earth

We live in the city of Los Angeles. We live in the state of California. The state is part of a nation, the United States of America. The nation is part of a continent, North America. The continent is part of a planet, the earth. The earth is part of the solar system, and the solar system is part of the universe.

REVIEW

What Have You Learned?

Fill in the blanks in the sentences below. Rewrite the sentences until you know the answers and know how to spell them.

1. The nation that I live in is _____.

2. _____ is the state in which I live in.

3. I live on the planet called _____.

4. I live in the city of _____.

Fill in the blanks with the correct word from the word-list box.

1. California is a _____.

2. Los Angeles is a _____.

3. Earth is a _____.

4. The United States of America is a _____.

state
planet
nation
city

PEOPLE AND THEIR RELATIONSHIP TO THE ENVIRONMENT IN WHICH THEY LIVE

Expected Outcomes

- Become familiar with the local community.
- Learn directions.
- Learn about some of the geographic features of Los Angeles.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

recreation	west
local	map
north	mountain
south	industry
east	culture

2. List and discuss countries with which pupils are familiar as a result of movies or television.

   a. Something of Value, by Robert Ruark - - - - Africa

   b. Sandpebbles, by Richard McKenna - - - - - - China

   c. Man for All Seasons, by Robert Bolt - - - - England

   d. Others

3. Have pupils cut out and bring in magazine pictures of foreign countries. Prepare a bulletin board. Have pupils write the names of the countries, and something about each one.

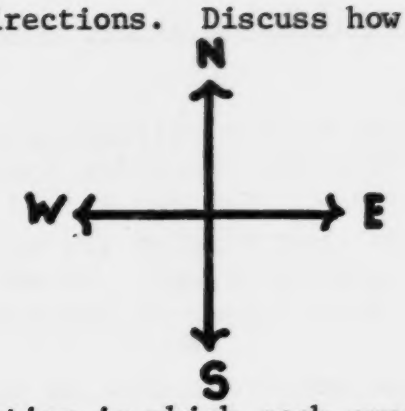
4. Look on a map of the world to see how far away these countries are from the United States.

5. Read and discuss, what is a map.

What Is a Map?

A map is a drawing of all or a part of the earth.

6. Talk about finding directions. Discuss how to find north, south, east, and west.



   a. Discuss the direction in which each pupil lives from school.

   b. Draw simple maps which show how each pupil goes home from school.

   c. Draw simple maps which show the direction from school of other places in the local community.

      - Shopping centers
      - Clinics
      - Places of recreation

   d. Study the map to determine the relative location of each pupil's neighborhood to other neighborhoods in Los Angeles.

   e. Study the map to determine the relative location of Los Angeles with respect to other cities in California.

   f. Study the map to determine the relative location of California with respect to other states in the United States.

   g. Study the map to determine the relative location of the United States with respect to other countries in the world.

7. Know some geographic features of Los Angeles.

   a. Ask pupils to compare the climate in Los Angeles with other places that they have visited.

   b. Discuss the effect of climate on the growth of the city of Los Angeles.

   c. Discuss the advantages and disadvantages of Los Angeles' climate.

8. Learn about some of the water features in Los Angeles.

   a. Read and discuss the following story.

Water Features In Los Angeles

When Los Angeles was only a village called El Pueblo, people had to get water from the river for their fields. They made some ditches and a dam. The dam raised the water in the first ditch. The ditches then carried the water to the fields. The river was the Los Angeles River. It was first called the Rio Porciuncula. Rio means river in Spanish.

Saving water was as important then as it is now. The Los Angeles River did not have enough water for the needs of all the people who were moving to the village.

At that time the people in Los Angeles had to carry water in jars on top of their heads.

Now, the people who live in Los Angeles are completey dependent on imported water. Imported water is water that is brought in from another place. Los Angeles is a "half-desert" city; it has only six per cent of the natural stream flow in the state.

Discussion Questions

1. Why is Los Angeles a "half-desert" city?

2. How does the manner in which people get water into their homes today differ from the way they brought water to their homes when Los Angeles was a village?

3. What are some of the names that this city has been called and is still called today? (City of Angels, etc.)

Other Water Features In Los Angeles

Few large cities have so many different "fun-things" to do in the "water world" as does Los Angeles. Los Angeles' beaches go for 100 miles along the edge of southern California.

About 40 miles of this coastline is protected by life-guards. Santa Monica Beach has more visitors than any other beach in the city. Many people swim and surf. They sail many sail-boats. Other people like to fish, water ski, and beachcomb.

Discussion Questions

1. What is beachcombing?

2. What do the water features in Los Angeles have to do with the growth of the city?

3. What are some of the "fun-things" that people in Los Angeles do in the "water world?"

4. Why don't the people in Los Angeles use the sea water for drinking in their homes?

9. Talk about some of the local mountains.

   a. Have the class name some of the mountains that they have visited.

      - San Gabriel Mountains
      - Mt. Waterman
      - Table Mountains
      - Blue Ridge Mountains
      - Big Bear Mountains
      - Mt. San Jacinto
      - San Bernardino Mountains
      - Others

   b. Locate some of the mountains on a map; show where they are in relation to the school community. Have pupils indicate whether they are north, south, east, or west of the school.

   c. Talk about some of the "fun-things" that can be done on a visit to the mountains.

      - Enjoying the snow
      - Fishing in streams
      - Mountain climbing
      - Skiing
      - Other activities

10. Learn about some of the local industries.

   a. Read and discuss the meaning of industry.

Meaning of Industry

Industry is all businesses taken together.

b. Have pupils name some of the industries in Los Angeles.

- Aerospace
- Banking
- Motion Picture
- Oil
- Savings and Loan
- Television
- Other industries

c. List some of the reasons why so much industry has come into Los Angeles.

- The nice climate makes it possible to carry on work all year
- Other reasons

d. Talk about industry in other areas.

e. Read and discuss the meaning of "natural resources."

Meaning of Natural Resources

A natural resource is something that grows, or is found, in a certain area and helps to meet the needs of the people.

f. Name some natural resources in Los Angeles.

- Oil
- Minerals
- Oranges and other fruit
- Fish
- Lumber
- Other natural resources

g. How does a city's natural resources influence industry coming to that city?

h. Discuss industry in other cities.

i. Make a bulletin board on natural resources in Los Angeles.

11. Discuss homes in Los Angeles.

a. Make a chart of the many different kinds of workers needed to build a house.

b. Build a vocabulary of words about homes.

- Home
- House
- Brick
- Wood
- Others

c. Discuss advantages and disadvantages of building with brick, wood, stone, stucco. Compare costs.

d. Obtain samples of different types of roofing material and discuss the advantages of each. Build a collection and label each type of material.

e. Dramatize the work of various construction workers. Guess which one is being represented.

f. Have pupils give oral reports on topics below.

- Homes of long ago
- Homes in warm lands
- Why I would or would not like to live in a trailer
- The work of an architect
- The work of a contractor

g. Learn and sing songs about homes.

- "Home Sweet Home"
- "At Our House"
- Other songs

h. Take the class on a walk. For practice in estimating, let them guess the number of windows in a house and then actually count them.

i. Have pupils list safety hazards in the home and tell how accidents can be avoided.

j. Have pupils list ways in which our homes contribute to healthful living.

- Screens
- Heating units
- Air conditioning
- Good foundations
- Other contributions

k. Make an outline map of the United States, adding drawings or pictures of materials used in building homes. Indicate from which state each type of material has come.

l. Make models of various types of homes.

m. Make a table exhibit of building materials, including such items as nails, shingles, doorknobs, hinges, and electric wall plates.

n. Make a scrapbook of homes around the world.

- Desert homes
- Eskimo homes
- Jungle homes
- Log cabins
- Stone houses
- Mountain homes
- Riverboat homes

o. Make booklets of pictures of house furnishings.

p. Talk about how homes suit the climate. Compare heating homes in the winter in Los Angeles to heating homes in the winter in other areas. Talk about why people need basements in their homes in some parts of the country.

12. Learn about transportation and communication in and around Los Angeles.

a. List ways of travel in Los Angeles.

- Freeway
- Bus
- Boat
- Walk
- Other ways of travel

b. Discuss the freeways in Los Angeles.

- Harbor
- Pasadena
- Hollywood
- Golden State
- San Diego
- Other freeways

c. Ask pupils to tell what freeways they live near, and what freeways they have most often traveled.

d. Talk about the direction each freeway travels.

e. Discuss advantages and disadvantages of freeways.

f. Read and discuss the following facts about our freeways.

Our Freeways

Our freeways in Los Angeles covers over 1,000 square miles. They make it possible for people in Los Angeles to travel long distances to work, school, or play, in a short time.

When traffic is light on the freeways, cars can go from one end of Los Angeles to the other in little time. During rush hours, cars jam the freeways and are often slowed down to a crawl.

The heart of the freeway system is the freeway interchange in downtown Los Angeles. It is built on four levels. It was the first of its kind in the world, and it has been studied by many people. It was opened in 1950. The interchange safely carries about 345,000 cars each day. Now people say it has many problems. They say that it is too crowded and that drivers must make too many decisions, too quickly.

g. Read and discuss what communication means.

The Meaning of Communication

To communicate means to let someone know something.

h. List and discuss ways of communicating.

- By talking
- By writing a letter
- By sending a telegram
- By telephone
- Other ways

i. Discuss the Pony Express as a means of communication.

j. Read and discuss how people communicate.

How People Communicate

People communicate with one another through language. Sometimes they use written language, spoken language, or sign language. Sometimes people communicate by looking at one another, by shouting, or by giving a signal. People can communicate with each other over thousands of miles through the use of television, telephone, radio, letters, books, and newspapers. Communication brings people together and makes neighbors out of people all over the world.

k. Prepare a scrapbook on Communication.

l. Discuss how communication helps us.

- To find out what happened long ago
- To send messages around the world quickly
- Other ways

m. List some of the different languages that are spoken in Los Angeles.

- Spanish
- English
- Japanese
- Hebrew
- Other languages

n. Ask pupils to talk about some personal situations where communication has failed and problems have developed.

o. Suggest that pupils talk about historical situations where communication failed and problems developed.

- When the settlers first came to this country they could not talk to, or understand the Indians.
- Other situations

p. Arrange a conversation among Spanish-speaking, Hebrew-speaking, Chinese-speaking, and Japanese-speaking pupils.

q. Talk about the reasons why some people can speak more than one language. Why is it helpful?

r. Ask pupils to bring in newspapers or magazines that are written in another language. Invite parents who speak languages other than English to come in and read and interpret for the class.

s. Help pupils learn words of greeting in several languages.

t. Play folk songs from different nations. Translate the meaning of the songs, if possible. Have pupils tell what they think the songs mean.

u. Ask pupils whether listening and talking, or reading and writing is most important. Let each pupil offer reasons why he thinks his opinion is correct.

v. Read to the class <u>The Picture Life of Ralph J. Bunche</u>, by Margaret Young. Emphasize the following points.

- Dr. Bunche has helped many countries to be peaceful. Sometimes they would begin fighting and he would get them to stop.

- Sometimes he would get them to talk first and not fight at all.

w. Discuss with pupils what is the Nobel peace prize. Have pupils name someone else, besides Ralph J. Bunche, who has received the prize.

x. Order the teletrainer kit and demonstrate the importance of communication.

y. Have pupils imagine communicating with one another without language. Try 10 minutes of silent communication while teaching. How much were pupils able to understand? Ask pupils to sit in a circle and practice silent communication. They may smile, wave, etc., but they may not speak to one another.

z. Discuss how baseball players signal to one another.

13. Learn about recreation in Los Angeles.

a. Read and discuss what recreation means.

<u>The Meaning of Recreation</u>

Recreation is doing that which is fun or enjoyable.

b. List some of the different forms of recreation that people in Los Angeles enjoy.

- Movies
- Television
- Skiing
- Hiking
- Reading
- Other forms of recreation

c. List places of recreation in and around Los Angeles.

Places of Recreation In and Around Los Angeles

Amusement Parks
Beaches
Busch Gardens
Catalina Island
Disneyland
Dodger Stadium
Echo Park
Elysian Park
Exposition Park
Fishermen's Wharf
Fort MacArthur
The Forum
Grand Central Market
Grauman's Chinese Theater
Greek Theater
Griffith Observatory
Griffith Park
Hollywood Park Race Track
International Airport
Irvine Ranch
J. Paul Getty Museum
Japanese Gardens
Knott's Berry Farm
La Brea Tar Pits
La Cienega Art Row
Laguna Beach
Lake Arrowhead
Libraries
"Little Tokyo" Section
MacArthur Park
Malibu
Marina del Rey
Marineland
Memorial Coliseum
Miracle Mile District
Mission Inn
California Missions
Motion Picture Studios
Mountains
Movieland Wax Museum
Museums
Olvera Street
Pacific Ocean Park
Pico House
Ports of Call
Queen Mary
Rose Bowl
Santa's Village
Shipyards
Sports Arena
Stadium Way
Sunset Strip
Television Studios
Terminal Island
Theaters
Water and Power Building
Watts Towers
Zoo

d. Make a scrapbook on "Places of Recreation in Los Angeles."

e. Have each pupil list all the different places of recreation in Los Angeles that they have visited. Try to take the class on field trips to different places of recreation. Have pupils buy post cards, take pictures, or draw pictures. Prepare extra credit assignments, encouraging pupils to visit places of recreation. At the close of the semester, have pupils prepare another list of places of recreation that they have visited.

f. Have each pupil prepare a list and discuss places of recreation that they have visited outside of Los Angeles.

g. Have each pupil prepare a report on one place of recreation that he has visited in or out of Los Angeles.

REVIEW

Each sentence is true or false. After each sentence, you will see the words <u>true</u> and <u>false</u>. If a sentence is true, circle the word <u>true</u>. If a sentence is false, circle the word <u>false</u>.

1. Geography is the study of the world in which we live, and a study of people and how they live in that world. True False

2. Man cannot get everything he needs from land, air, and water. True False

3. The moon is a heavenly body which goes around a planet. True False

4. The first people to live on earth probably wore no clothes. True False

5. We live on the continent called Mars. True False

Write the meaning of the words below:

1. Geography: _____

2. Map: _____

3. Recreation: _____

4. Communication: _____

THE EFFECT OF TRAVEL AND TRANSPORTATION ON PEOPLE

Expected Outcomes

- Know something about that part of the earth on which we live and travel.
- Understand that the world in which we live depends on transportation.
- Learn how modern transportation differs from transportation of long ago.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

transportation	automobile
truck	can
bicycle	bus
speed	drive
walk	modern

2. Read and discuss what transportation means.

The Meaning of Transportation

Transportation means to carry from one place to another.

3. Read and discuss the world and transportation.

The World and Transportation

The world in which we live must have transportation. The movement of people and things bring the nation and the world closer together. Because we are learning to go from one place to another at such fast speed, our world seems to be growing smaller. These changes in transportation makes a difference in how we live. Transportation also has much to do with the things that we can or cannot do. Transportation makes it possible for us to get what we want more easily.

4. List some of the means of transportation that we have today.

Land

- Automobiles
- Trucks
- Streetcars
- Buses
- Bicycles
- Animals
- Motorcycles
- Trains

Water

- Boats
- Ships

Air

- Airplanes
- Helicopters

5. Discuss how transportation today is different from transportation long ago.

- Speed
- Comfort
- The way we get power for transportation
- Other differences

6. Discuss what has caused changes in transportation.

- Better standards of living
- Inventions
- New materials
- Other causes

7. Discuss safety problems that we encounter today in travel, and discuss safety rules that we should learn and obey.

- In walking
- On bicycles
- As a car passenger
- Driving a car

8. Discuss how transportation in a large city compares with transportation in a small town.

- More kinds of transportation in the city
- More people need transportation in the city
- Traffic is heavier in the city
- Other comparisons

9. List some people who earn their living by giving us transportation.

   - Bus drivers
   - Safety workers
   - Repair and service men
   - Taxi drivers
   - Other persons

10. Talk about how transportation helps bring about better education and recreation.

    - We know more about the world through travel.
    - Our lives become more interesting when we travel.
    - Travel brings people to us from other parts of the world and from other parts of the United States.

11. Arrange an exhibit. Have pupils bring in models of various kinds of transportation. With each model there should be an explanation of its history; whether or not it is used today.

12. Make a roller-type movie or a series of slides which points out:

    - "The History of Transportation"
    - "Ways of Travel"
    - "Transportation, Then and Now"
    - "Transportation, and Our Needs"

13. Draw a large map of the community indicating the part played by various types of transportation in our city.

14. Begin a scrapbook and collect pictures of people earning their living by working in the field of transportation.

15. Draw a mural depicting the various means of travel and transportation.

16. Review all safety rules for the many kinds of transportation in the pupils' everyday lives. Make a chart for the classroom.

17. Take a field trip to an airport, a railway station, or a bus depot to view different types of transportation workers and how they must plan together to serve the public.

18. Ask pupils to bring in some of the many modern magazines with pictures showing the various means and uses of travel and transportation. Write a descriptive sentence under some of the pictures.

    - Trucks that help city people
    - Trucks that help farmers
    - Trucks that carry food
    - Automobiles for service
    - Others

19. Have each pupil make an oral report on some trip he has taken. Encourage him to illustrate his report with pictures.

20. Build a vocabulary list of words that are used in connection with the pupils' reading on transportation. Post it where it can be used to write about transportation.

21. Have pupils draw pictures of transportation. Under each picture, write a story or a report.

22. Encourage pupils to collect or write poems that have to do with transportation.

23. List common landscape features seen in the community and on trips taken.

    - Forests
    - Valleys
    - Others

24. Study the use of maps and globes, and discuss how they help people to locate places to be visited.

REVIEW OF CHAPTER

Summary of Words You Should Know

Do You Know These Words When You See Them?

1. world
2. people
3. transportation
4. clothes
5. sports
6. geography
7. local
8. recreation
9. north
10. south
11. east
12. west
13. map
14. mountain
15. industry
16. culture
17. automobile
18. truck
19. car
20. bicycle
21. bus
22. speed
23. drive
24. walk
25. modern

Can You Spell These Words?

1. world
2. people
3. north
4. south
5. east
6. west
7. car
8. bus
9. walk
10. automobile

What Have You Learned From Chapter IV?

Write the meaning of the words listed below.

1. geography: _____
2. map: _____
3. industry: _____
4. natural resources: _____
5. communication: _____
6. recreation: _____
7. transportation: _____

Select the right answer from the three choices below each question. Write the correct answer in the blank.

1. Man gets everything he needs for living from the three parts of the earth: _____.

   a. south, east, and west
   b. land, air, and water
   c. land, mountains, and water

2. Perhaps the first people to live on earth wore no _____.

   a. clothes
   b. shoes
   c. jewelry

3. When Los Angeles was only a village it was called _____.

   a. Los Angeles
   b. El Pueblo
   c. City of Angeles

4. Something that is fun is sometimes called _____.

   a. transportation
   b. communication
   c. recreation

5. A _____ is a drawing of all or a part of the earth.

   a. map
   b. globe
   c. natural resource

CHAPTER V

BECOMING

A RESPONSIBLE CITIZEN

A GOOD CITIZEN AND HIS SCHOOL

A GOOD CITIZEN AND HIS COMMUNITY

A GOOD CITIZEN AND HIS COUNTRY

A GOOD CITIZEN AND HIS SCHOOL

Point of View

Early in life, children must learn that they do not live alone. Everyone must help to maintain and build the society in which he lives. He must have basic understandings and attitudes which guide him to understand the ways people contribute to each other's welfare.

While society will make the same demands on the educable mentally retarded pupil as on any other citizens, he is less well-equipped to meet these demands than are other citizens. A major responsibility of the school is to give the EMR pupil the necessary attitudes, understandings, and skills so that he can meet society's demands with reasonable success. He may not become an effective leader, but he must be taught to be a responsible follower. He may not be able to understand all of the involved functions of the government, but he must understand those functions which are necessary for his personal and family safety and welfare.

The educable mentally retarded pupil must be made to understand as much of his world, its rules and associations, as he will meet in his day-to-day living. He must be helped to understand his role in the school, community, and country. The teacher should take the opportunity to teach and encourage the development of good citizenship at all times.

Expected Outcomes

- Recognize that each individual must assume his share of responsibility for improving his school.
- Recognize the need to gain basic knowledge and in order to cooperate with people.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

citizen	citizenship
obey	property
authority	trial
jury	protect
democracy	opportunity

2. Instruct pupils to list things that they do each day to improve their school.

3. Read and discuss what responsibility means.

The Meaning of Responsibility

Responsibility is anything one is expected to do. It means to be held accountable for what one does.

4. Ask pupils to list some of their responsibilities in the classroom and in the school.

5. Encourage the class to volunteer for a school service project. Organize the class to perform the service. When the project is completed, have the pupils evaluate how well the project was planned and executed. Talk about the need for, and results of cooperation when people work together in groups.

6. Discuss with pupils the meaning of friendship. List the factors which the group feels are important for establishing and maintaining friendships.

7. Discuss and list terms relating to friendship.

- Sincerity
- Trustworthiness
- Dependability
- Thoughtfulness

8. Discuss how loyalty to the wrong kind of person can create serious problems.

9. Have pupils give reports about classmates who have made contributions to the school, such as a monitor, an athlete, or a student council member.

10. Talk about how each pupil can show that he cares for the happiness and welfare of others.

- By practicing courtesy
- By obeying rules
- By rendering services
- By accepting friendships
- By helping to care for school property
- By helping to make the classroom interesting, neat, and attractive
- By greeting visitors properly

11. List and discuss ways in which each pupil can help to make the classroom a better place in which to learn.

    - By cooperating with teachers
    - By developing proper study habits
    - By becoming sensitive to needs and feelings of others
    - By learning to take turns
    - By helping guest teachers

12. Talk about how each of the suggestions listed above can help to make the classroom a better place in which to learn.

13. Present copies of Classroom Rules and Courtesies to each pupil. Have the pupils read the rules carefully. Answer any questions, and have them sign and return the tear-off portion. They should retain the rules in their notebooks for future reference.

<u>Classroom Rules and Courtesies</u>

In order to make our class a proper place in which to learn, we must have classroom rules. We, the pupils of this class, have listed such rules that we believe to be fair to all.

1. There should be <u>NO</u> talking (without permission) in class.
2. Pupils should be in their seats when the tardy bell rings and must not leave their seats (without permission) before dismissal.
3. There should be no chewing gum or eating food in class.
4. Pupils should enter and leave the classroom quietly.
5. Each person should help to keep the classroom clean.
6. If a pupil has something to say or he wishes to answer a question, he should first raise his hand and wait until he is called upon.
7. Pupils should respect visitors at all times.
8. Pupils should not lean back in chairs, mark on, or break school property.
9. Pupils should always use good posture.
10. No pupil should go to the teacher's desk unless he has first received permission to do so.

- - - - - - - - - - - - - - - - - - Tear-off- - - - - - - - - - - - - - - - - -

I am interested in becoming a good citizen; therefore, I shall follow these rules, which will make my class a better place in which to learn.

Signed_____

Date _____

A GOOD CITIZEN AND HIS COMMUNITY

Expected Outcomes

- Understand that each individual must assume his share of responsibility for improving neighborhood living.

- Accept responsibility for the protection of neighborhood resources.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

   community
   neighborhood

2. Review the section on Community in Chapter III (page 92).

3. Discuss newspaper headlines or articles brought in by pupils, which show examples of good or poor citizenship.

4. Develop a skit showing how good citizens react to different situations. The following can be used as possible themes for skits: show how a good citizen exercises self-control; how a good citizen handles arguments; what a good citizen deals with gossip; that good citizens avoid undesirable behavior, such as stealing and lying.

5. Collect pictures from magazines and newspapers that show good citizenship habits. Have pupils write captions under pictures telling what act of good citizenship the picture portrays. Prepare a display of these pictures on the bulletin board.

6. Draw pictures that show everyday situations where boys and girls should use good citizenship habits. Such everyday experiences as making new friends and helping young children obey rules of the community, can all serve as topics for pictures showing habits of citizenship.

7. Suggest that pupils participate in such charitable campaigns as United Crusade, March of Dimes, and Junior Red Cross. Use this participation to discuss the responsibility of a community to help its needy citizens.

8. Obtain a list of instructions on voting procedures in Los Angeles. Discuss the importance of each of the regulations.

9. Talk about the responsibilities that accompany owning and driving an automobile. Use different topics that can serve as a basis for discussion.

   - Driver's license
   - Safety inspection
   - Insurance
   - Using someone else's car

10. Discuss the problem of traffic violations. Talk about the seriousness of different kinds of violations and the meaning of such terms as suspension, fine, and imprisonment.

11. Talk about contracts. Discuss the seriousness of signing or co-signing contracts.

12. Talk about what it means to have a good credit standing in the community.

13. Obtain voter registration blanks; have the class practice filling in these blanks.

14. Discuss pupil responsibility for the protection of neighborhood resources.

   - Dispose of trash and garbage properly.
   - Turn off electric lights and water faucets.
   - Refrain from defacing walls, breaking windows.
   - Practice acts of courtesy, fairness, generosity, and consideration in the neighborhood, in school, and at home.
   - Show proper conduct on buses.
   - Keep streets clean.
   - Behave properly in the public library.
   - Help to make your neighborhood a more friendly place in which to live.
   - Help to make home and surroundings attractive.
   - Protect neighbor's property.
   - Respect efforts of neighbors to raise flowers, shrubs, etc.
   - Be kind to animals.
   - Practice care in handling matches, knives, saws, cleaning fluids, and fuels.
   - Take proper care of borrowed articles.
   - Help replace or repair damaged property.

A GOOD CITIZEN AND HIS COUNTRY

Expected Outcomes

- Accept our civic responsibilities.
- Understand how our American heritage has been enriched by the contributions of other people.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

   heritage
   civic

2. Have pupils perform a short skit demonstrating the advantages of living in a country with well-developed laws. Then contrast this with a skit showing what it would be like to live in a place without laws.

3. Hold a make-believe election in the classroom. Allow some pupils to run for hypothetical offices. Have them prepare a campaign. Have another group prepare ballots. Run the election like a regular city election. When the election is over, have the pupils discuss why they voted for certain candidates.

4. Make a scrapbook on requirements for voting in city, state, and national elections. List the procedure an individual must go through before he can become eligible to vote.

5. Talk about why we need military services. Discuss the selective service law.

   a. Invite members of a local Selective Service Board office to talk to the class.

   b. Take the class on a field trip to one of the local military service recruiting offices. Have someone in authority there talk to the group about the functions of this particular branch of the service and some of the advantages of serving in the armed forces.

   c. Discuss why some men in our country are burning their draft cards.

6. Prepare campaign material for candidates in the classroom or for school elections concerning their qualifications for office. Have pupils make speeches.

7. Read and discuss the story below.

Good Citizenship Is Your Job

Some of us may think that our democracy will continue even though we do not do anything to support it. This is not true. Everyone must do his part to make a democracy work. In some countries, one person makes all the decisions. The other people have very little to say. But they also have very little freedom and very little justice. We cannot enjoy our freedom and, at the same time do nothing to keep it. If we did nothing, our democracy would soon break down, and our freedoms would not be with us for very long.

We Americans must remember that the struggle for freedom never ends. Everyone of us can do a great deal to make our democracy work. Good citizenship will make it work at home, at school, in the community, and in the entire country. By practicing good citizenship in our lives everyday, we will be doing our part to keep democracy working.

8. Read and discuss what a good citizen does.

a. A good citizen votes

Many of you are looking forward to the day when you can vote. You will be taking a part in running your country. It is not something that you should do only if you feel like it. It is something that you SHOULD do. It is a DUTY. Sometimes people think that their one vote does not make much difference, but that is not true. Do you understand the little verse below? What does it mean?

"Little drops of water, little grains of sand,
Make the mighty ocean and the pleasant land."

b. A good citizen should know something about the people for whom he votes

A person's vote has little meaning if he does not know anything about the people who are running for office. It is not hard to learn about these people. A good way to learn about them is to read newspapers and magazines, listen to the radio, and watch television. Read articles written both for, and against people who are running for office.

c. A good citizen respects and obeys laws

Our American idea of liberty is "liberty under the law." Wherever people live together peacefully, laws must be made and obeyed. We can enjoy our liberties only so long as we do not take away the liberties of others. A good citizen knows that laws are made to protect all citizens. When he feels that a law is wrong, there are other laws which tells him how to go about changing it.

d. A good citizen does his share

A good citizen has many duties in a democracy. He should serve on a jury when he is asked to do so. He should be willing to defend his country in time of conflict. All Americans must be ready to do their part to keep our country safe.

REVIEW OF CHAPTER

Summary of Words You Should Know

Do You Know These Words When You See Them?

1. citizen
2. citizenship
3. obey
4. authority
5. property
6. trial
7. jury
8. protect
9. democracy
10. opportunity
11. community
12. neighborhood
13. heritage
14. loyalty

Can You Spell These Words?

1. citizen
2. obey

Select the right answer from the three choices below each question. Write the correct answer in the blank.

1. _____ must do his (their) part to make a democracy work.

   a. Everyone
   b. Some people
   c. Grownups

2. In countries where one person makes all the decisions, there is very little _____.

   a. work or chores
   b. arguments and problems
   c. freedom and justice

3. We cannot enjoy our _____ and at the same time do nothing to keep it.

   a. freedom
   b. work
   c. food

4. By practicing good _____ everyday in our lives, we are sure to keep our democracy.

   a. work habits
   b. citizenship
   c. manners

Place an "X" on the line beside everything that tells what a good citizen does. Leave the line blank by everything that has nothing to do with being a good citizen.

A good citizen:

_____ 1. votes
_____ 2. has two good friends
_____ 3. helps others
_____ 4. plays outside
_____ 5. eats fast
_____ 6. respects and obeys the law
_____ 7. breaks the law
_____ 8. knows something about the people that he votes for
_____ 9. buys candy
_____ 10. does his share

Make-up sentences using the words below.

1. citizen
2. school
3. community
4. country
5. democracy

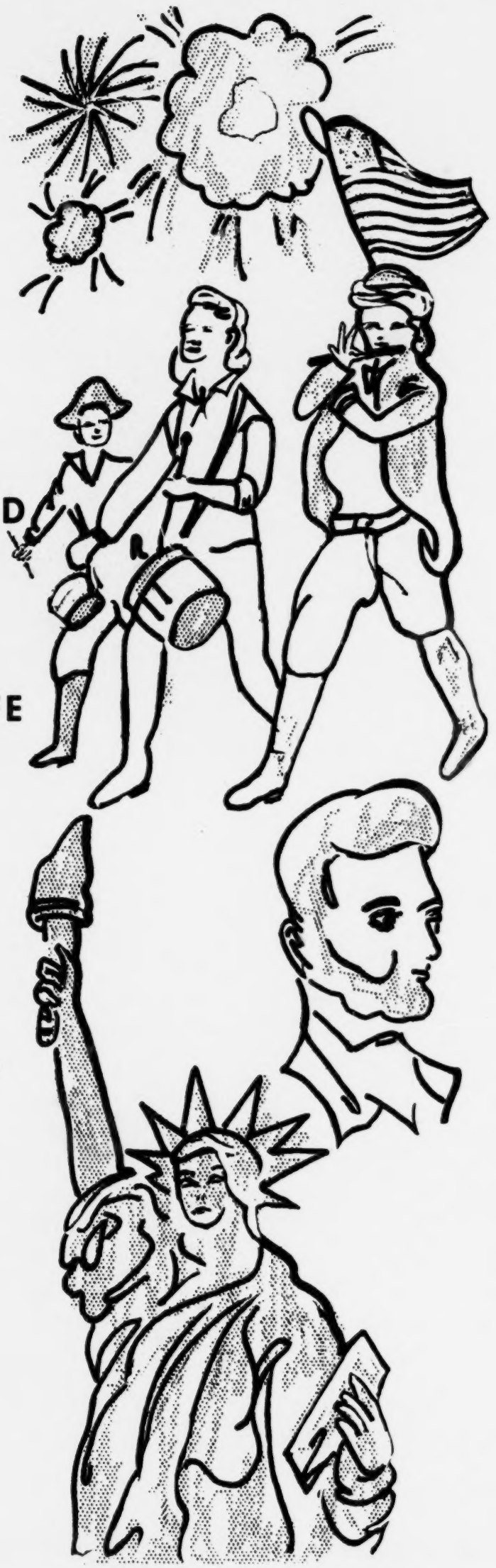
CHAPTER VI

BECOMING AWARE

OF HISTORICAL EVENTS AND

APPRECIATING

THE AMERICAN WAY OF LIFE



KNOWLEDGE, ACCEPTANCE, AND SUPPORT
OF OUR FOREBEARS' GREAT IDEAS
AND GOALS

DEMOCRACY AS A WAY OF LIFE TODAY

KNOWLEDGE, ACCEPTANCE, AND SUPPORT OF OUR FOREBEARS' GREAT IDEAS AND GOALS

Point of View

American history, traditions, and heritage will need special development to permit the EMR pupil to gain proper understanding and appreciation. The educable mentally retarded pupil usually is concerned with the present without relating it to his past or to his future. The course of the past and future in our society is largely without much meaning to the EMR pupil, unless it relates directly to him. He must be exposed to some background of the ways in which the American heritage and its traditions have been developed. All of this will help him form standards to live by, and an opportunity to understand his basic rights, privileges, and obligations as a citizen. These experiences will teach him that only by understanding, appreciating, sharing, and guaranteeing the continuance of our democratic heritage, can we enjoy our many freedoms.

Expected Outcomes

- Learn why we are able to enjoy our freedoms today.
- Learn how some of the early ideas of liberty and freedom have grown and changed.
- Develop an appreciation of the symbols of American Democracy.
- Study about American documents of freedom and what they mean to us today.

Suggested Learning Experiences

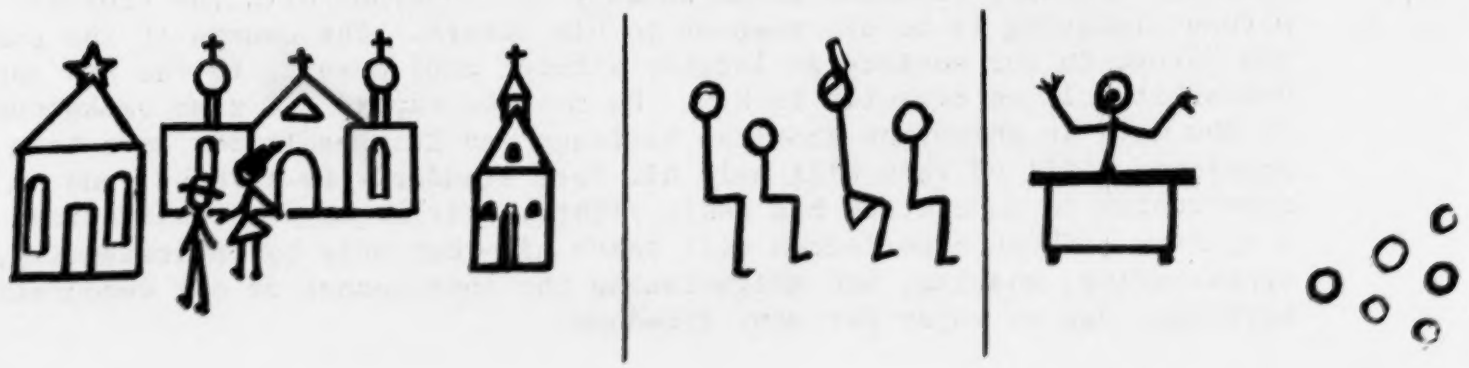
1. Have pupils add new words to their word list.

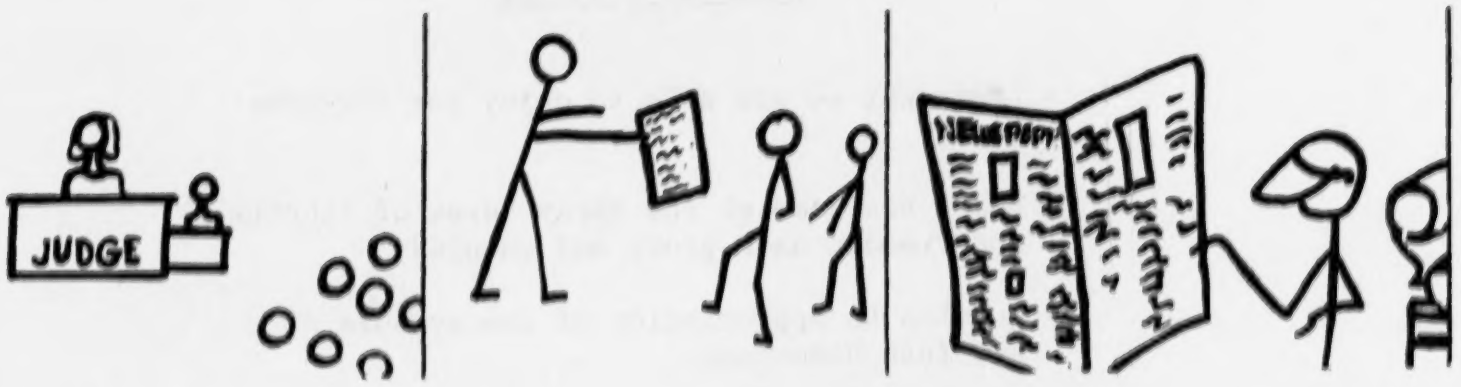
speech	press
worship	liberty
trial	jury
free	petition
freedom	colonists
assembly	

2. Discuss the freedoms that Americans enjoy. Have pupils name and talk about some of the freedoms. List them on the chalkboard as you talk about them.

3. Have pupils match the pictures below with the six words from their spelling list to see how well they understand the meaning.

speech	assemble
worship	press
petition	trial





4. Have pupils bring pictures from magazines and newspapers that illustrate the six words above.

5. Discuss some needed improvements in the classroom and have pupils draw up a petition(s) to present to the teacher.

6. Present the filmstrip and record, "Mr. Beekers' Lamppost." "Mr. Beekers' Lamppost" is the story of a man who would not sign the petition for a new street light. Finally, he wished that he had, because he found that he did not like the dark street on which he lived. Heroes from American's past came alive and reminded him of the importance of participating in government.

7. Ask pupils to bring in newspapers and point out some of the things that are written in opposition to our president, vice president, governors, or other persons in government. Discuss why newspapers in many other countries could not print such articles.

8. Discuss people who are accused of crimes today, and how they are entitled to a trial by jury. Point out what happens in other countries when people commit crimes, and discuss what happened during earlier times in our own country.

9. Read and discuss the following article about American Freedoms and the Bill of Rights.

American Freedoms and the Bill of Rights

Some people in the world are not as free as we in America. In some countries, the government owns everything. The government tells the people who may go to school, what work they may do; and what pay they may receive. Schools teach only what the government wishes. Newspapers print only what the government permits.

In our country, it is different. We have freedoms that are guaranteed in the Constitution. Among these freedoms is the Bill of Rights. What do we mean by <u>freedom</u>? For us, freedom begins with the many rights we enjoy. It is also a way of acting. It is part of what we know about ourselves, about our country's history, and about what our people wish for the years ahead.

From the beginning, our country has worked for the freedom of its people. The men who wrote our Constitution were careful to make freedom safe and lasting. They included a list of human rights in the Constitution. These rights are called <u>The Bill of Rights</u>. As the world grew and changed, our people added new rights to the original Constitution. Our history is very much the story of greater freedoms and of rights that free men feel they and their nation need.

10. Read and discuss the following article about some of the freedoms that Americans enjoy.

Freedom to Vote

We have the freedom to choose the men and women who will run our government for us. We can select the people that we think will do the best job to see that laws are respected in our community, state, and nation.

Freedom of Speech

We may say what we please to any person, but we cannot say anything untrue about a person that will hurt his good name. We may say what we please about our government. We can find fault with the people who run the government, even the President. We may use our freedom of speech to point out whatever we think is wrong with the government.

Freedom of Assembly

We have the freedom of assembly. That means that we may gather in places with people, speak as loudly as we wish, to as many people as we wish, if we feel that that is the way to improve our democracy. We have the freedom to form, or join clubs. However, we cannot use our freedom of assembly or freedom of speech to take away someone else's freedoms.

Freedom of Press

Americans have "freedom of the press." That means that anyone at any time, in any place, if he wishes, can set up a printing press and print a newspaper, a magazine, or a book. We know we must not use such rights in ways that harm others. There are laws that protect us from such harm.

"The press" means all newspapers. When they are allowed to print the truth and can give us many different ideas about important questions, we say that the press is "free." Freedom of the press is one of our most important rights. Some people in our country's newspapers try to get us to agree with their ideas, but we can always turn to other newspapers for different opinions.

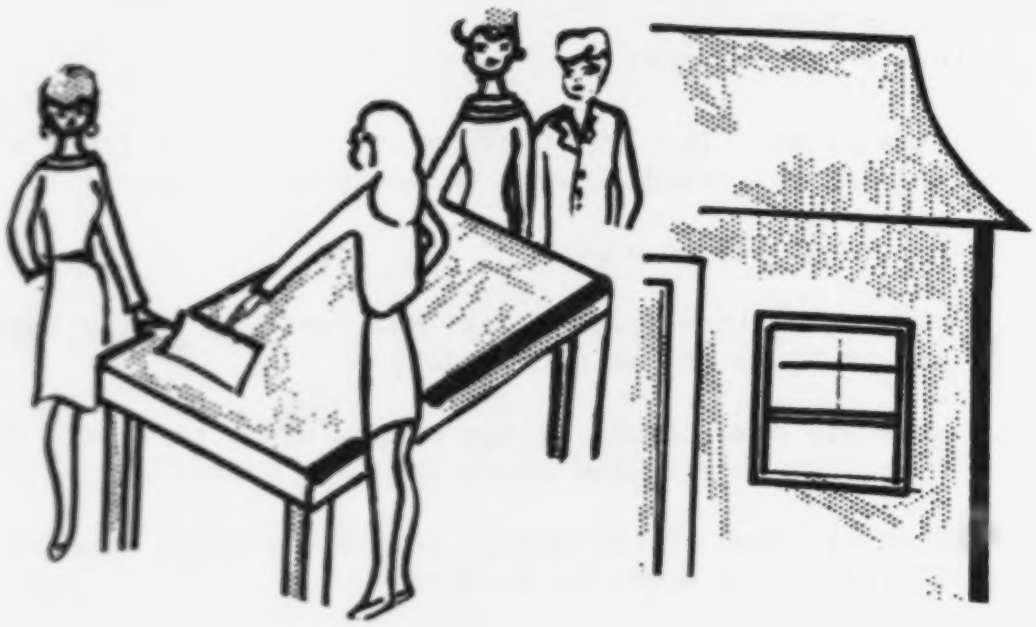
Freedom of Religion

We Americans have the right to worship God in any way that we wish. We may go to any place of worship, or we do not have to go to any at all. Everyone has the same freedom and each must respect the other person's right to worship, or not to worship, as he pleases.

Other Freedoms and Rights

The Right of Trial by Jury

Freedom from Unreasonable Search



The Right to Petition

The Right to Own Property

11. Have pupils fill out the chart below. Place an "X" in the correct column.

	Yes	No	Sometimes
I listen while others speak.			
I speak about my ideas, even if they differ from the ideas of others.			
I respect people who have a different religion.			
I say nice things about others so as not to hurt their good name.			
I take care of the property of others.			

12. Plan a field trip to a local courthouse. Arrange to have the class sit through part of a trial appropriate to the class.

13. Discuss possible ideas of some of the first colonists who came to America.

- Columbus
- Pilgrims
- John Smith
- William Penn
- Other possible ideas

14. Show the film: "The John Glenn Story." Discuss today's explorations and why people, for example, want to reach other planets.

Answer the questions below.

a. How are explorations of the "New World" in early days like the explorations of the moon today?

b. What are some of the things people might have said in the early days when they talked about the "New World?"

c. What are some of the things people say today when we talk about living on the moon, or on Mars?

d. What are some of the likenesses and differences between the astronauts and Columbus?

15. Review the Story of Thanksgiving on page 89.

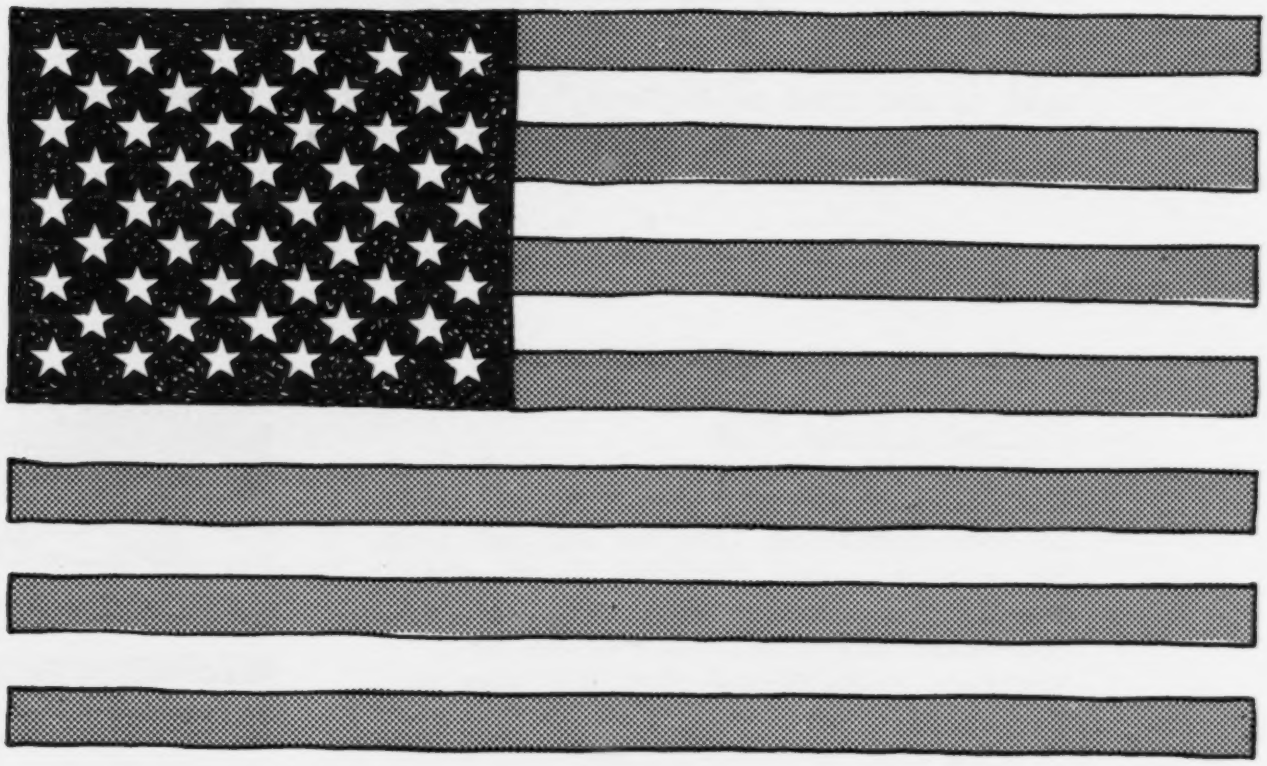
16. Talk about some of the reasons that brought the first colonists to America

- Worship
- Self-government
- Adventure
- Better jobs
- Gold
- Other reasons

17. Discuss the symbols of American Democracy.

18. Read and discuss the following story of our flag.

The American Flag



This is a flag. It is an American Flag. This is our flag. Our American flag is red and white and blue. The stripes are red and white. There are seven red stripes. There are six white stripes. All together there are 13 stripes. There is one stripe for each of the first 13 states in the United States of America. There is a star for each state in the United States. Today, there are 50 stars.

19. Have pupils color the drawing (above) of the American Flag.

20. Have pupils draw their own pictures of the American Flag.

21. Have the class draw pictures of places where we may see the American Flag flying.

- Public library
- School
- Bank
- Courthouse
- Hotel
- Fire station
- Hospital
- Police station
- Department store

22. Read and discuss the following story about the flag in early America.

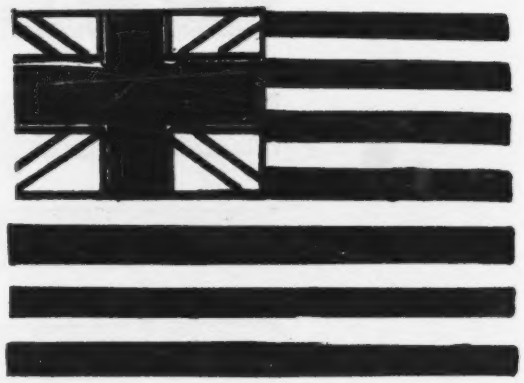
<u>The Flag In Early America</u>

Before our country was united, as a nation, there were as many different flags as there were colonies. Each of these flags had one thing in common. Each showed, in some way, that it was tied to England. When the colonies went to war against England, they united under a single banner, the Grand Union Flag.

23. Read about the early colonial flags.

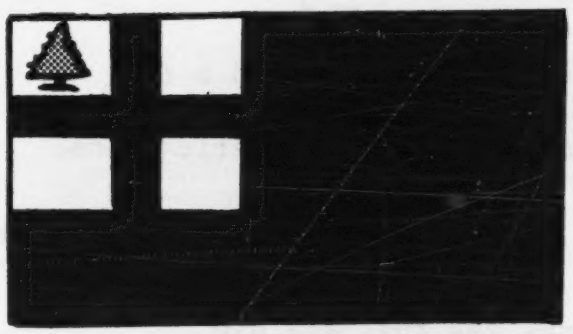
a. <u>The Grand Union Flag</u>

The American Grand Union Flag was made to look something like an English flag. The stripes stood for the 13 colonies. The English crosses were used because the colonists still felt close to England, even though they had been at war against her.



b. <u>The Taunton Flag</u>

One of the earliest flags was made by the people of Taunton, Massachusetts. It was made in 1774. The people of the colony wanted greater independence from England. They did not want to completely cut themselves off from their mother country, however.



c. The Continental Flag

A painting of the Battle of Bunker Hill shows two American flags flying. One of them is the Continental Flag. It was a symbol of a united people who were ready to build a new type of government. Notice the use of the tree as a symbol of freedom.

d. The Liberty Tree Flag

In Boston, Massachusetts, the Sons of Liberty sometimes held meetings under the branches of an old elm tree in the square. It was under this tree that plans were made for the Boston Tea Party. The general of the English army in the colonies had the tree cut down and had the citizens of Boston punished. This made the people in the colonies very mad and the cry for freedom grew louder. The Liberty Tree Flag was made a symbol of liberty.

e. The Gadsden Flag

The Gadsden Flag was a symbol suggested by Benjamin Franklin in a cartoon. It is the symbol of the rattlesnake. The words, "Don't Tread on Me," mean, don't step on me. England had been stepping on too many toes, and many of the people living in the colonies wanted to get even. An American, named Christopher Gadsden, was asking Americans to fight for freedom.

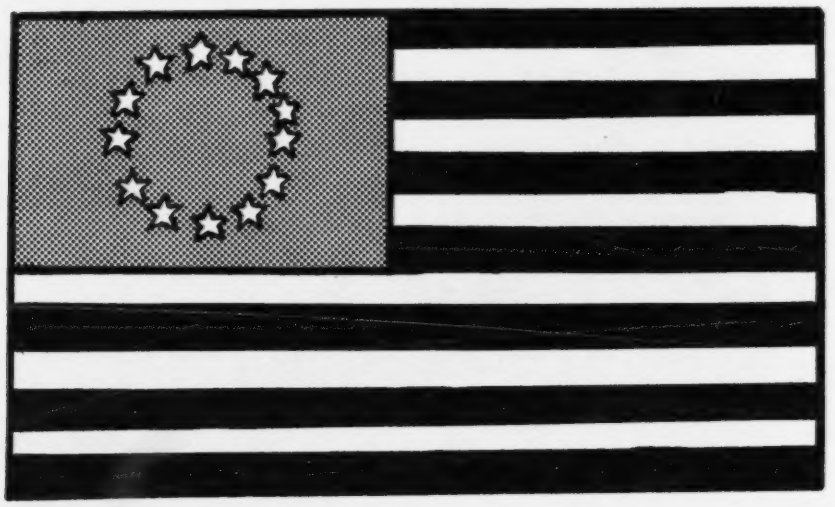
f. The Pine-Tree Flag

War broke out between England and the colonists at Concord and Lexington, Massachusetts. The English fired on the Americans and the Minutemen fired back. It was April, 1775. The Congress of Massachusetts called for help from the other colonies. The call for help ended with: "Appealing to Heaven for the justice of our cause, we determine to die or be free."

g. <u>The Betsy Ross Flag</u>

As the Revolutionary War continued, the Americans wanted a flag which was less like the flag of England. The 13 stripes, standing for the 13 colonies, turned the English Flag into an American one. But the English crosses were kept.

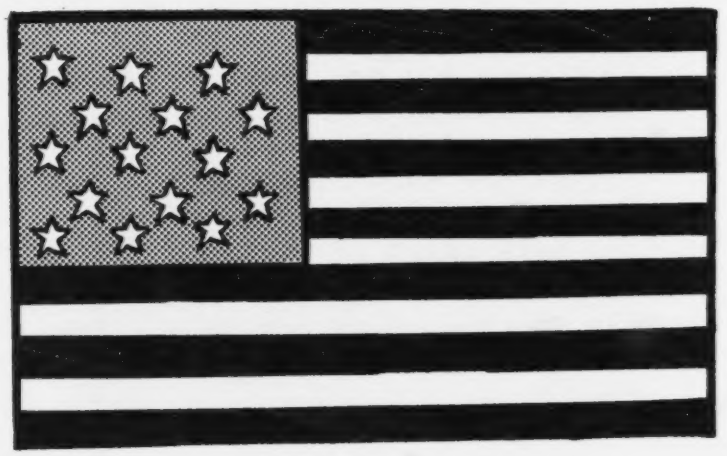
It was not until 1777 that the Congress of the United States created the American Flag. Betsy Ross has been given credit for making the flag; but some historians say that she did not really make the first Stars and Stripes.



h. <u>The Fort McHenry Flag</u>

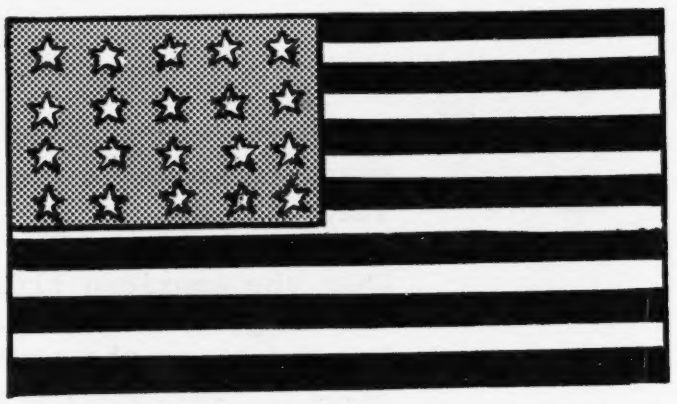
Victory at Yorktown ended the Revolutionary War. The army of Americans, under the command of General George Washington, brought freedom to the 13 colonies. They were now free states. The people who were loyal to England were allowed to leave their homes and return to England, or to Canada.

But it was not long before the English were back. In 1812, the English troops took the city of Washington, and burned the White House. English ships fired on Fort McHenry. It was during this battle that Francis Scott Key began writing the words of our national anthem, "The Star-Spangled Banner." The flag which flew over Fort McHenry at the time looked like this:



i. The Third Official American Flag

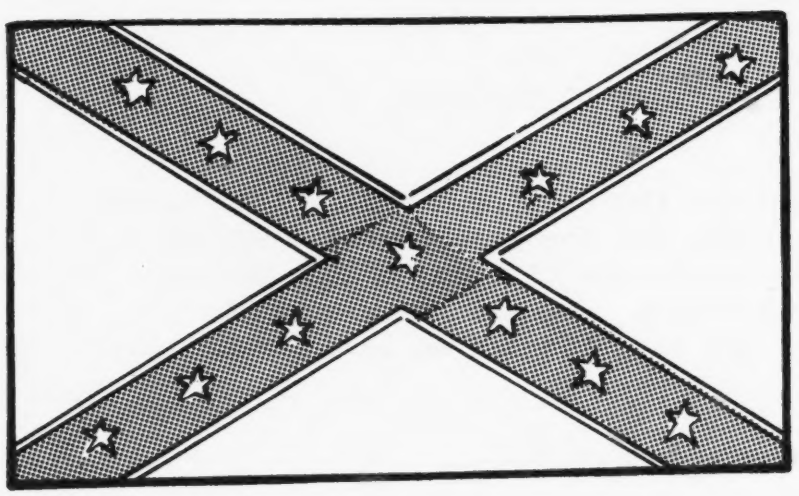
The English lost the War of 1812 and never again made war on the United States. In 1818, Congress decided that the number of stripes be fixed at 13, and that one star be added each time a new state joined the Union. This flag was accepted as the official flag of the United States on July 4, 1818.



j. The California Bear Flag

You will often see another flag flying below the Stars and Stripes. It is the state flag of California. This flag has one star on it. The star is a symbol of freedom. The flag has a bear on it. The early Americans who lived in California were sometimes called Los osos, which means the bears.

k. The Confederate Battle Flag



When the states in the south decided they no longer wanted to be a part of the Union, they needed a new flag. These states called the Confederacy, made a flag, using a cross and as many stars as there were states in the confederacy. When the North won the war between the states in 1865, the southern states once again flew the Stars and Stripes. But you may still see the Confederate Flag flying in southern states.

24. Suggest to the class that they use ice cream sticks and paper to make examples of early colonial flags.

25. Read and discuss the following article on flag etiquette.

Flag Etiquette

Etiquette means to know the right thing to do. Flag etiquette means to know the right thing to do when we see an American Flag pass by.

When the American Flag passes by, people salute. To salute the flag, we stand up. We put our right hands over our hearts. Men and boys, who are wearing hats, take their hats off and salute. They hold their hats over their hearts. Men in uniforms salute by bringing up their right hand to the brim of their hats. They do not take their hats off.

26. Read and discuss the following article on what the flag means to us today.

What the Flag Means to Us Today

The American Flag stands for the country of the United States of America. The flag stands for the people of the United States of America. People who are citizens of the United States of America are Americans. We Americans give the Pledge of Allegiance to the flag because we love our country.

27. Review the Pledge of Allegiance on page 112.

28. Read and discuss the following poem.

"Brother, Lift Your Flag With Mine"

Brother, sing your country's anthem,
Shout your land's undying fame;
Light the wondrous tale of nations
With your people's golden name.
Tell your fathers' noble story,
Raise on high your country's sign,
Join, then, in the final glory
Brother, lift your flag with mine!

Build the road of peace before us,
Build it wide and deep and long;
Speed the slow and check the eager,
Help the weak and curb the strong,
None shall push aside another,
None shall let another fall:
March beside me, O my brother,
All for one and, one for all!

Josephine Bacon

29. Read and discuss the following story about our flag today.

The Flag Today

The American Flag is in every classroom. There is an American Flag in front of our school. Every morning the American Flag is raised. Every afternoon the flag is lowered. The flag is not raised on rainy days. We stand at attention when the flag is raised. We stand at attention when the flag is lowered.

On national holidays, many of us put our flags out where everyone can see them. Some of these holidays are: Lincoln's birthday, Washington's birthday, Memorial Day, Flag Day, Independence Day, and Veterans Day.

There may be other days on which we want the flag flying at home. When we do fly a flag at our home, we must see that it does not touch the ground. We should always see that the blue part of the flag is at the top. We do not fly the flag when the weather is bad. We put the flag up at sunrise and take it down at sunset. We carefully put the flag away when we are not flying it.

30. Read and discuss the following story about our flag.

How the American Flag Became Known as the Star-Spangled Banner

Every country has its own flag. We have seen how the United States of America has had many flags. Every country also has music which shows how strongly people feel about their country. This music is often written after some very important historic happening. The music, which may act as a nation's theme song, is called its national anthem. The name of our National Anthem is The Star-Spangled Banner.

During the War of 1812, English troops captured the city of Washington, D.C. The English were also planning to attack Baltimore, Maryland. Several English warships were in Chesapeake Bay, near Fort McHenry. Fort McHenry guarded the city of Baltimore. On one of these ships was a doctor from Baltimore. He had been taken prisoner by the English.

Francis Scott Key and a friend went out in a small boat to try to free the doctor. They went upon the English ship with a letter from President Madison. The letter asked that the doctor be freed. The English said that they would let the doctor go; but since the ship was then ready to fire its guns at Fort McHenry, they could not let the three Americans go back. The English made them stay while the guns were fired at the fort.

At sunset, the men could still see the Flag of the United States flying over the fort. But could the fort hold out during the night? The three watched and listened to the "bombs bursting in air," and the "rockets' red glare." When dawn came at last, they were glad to see that the Flag was still flying. It meant that the British had not been able to take the fort and Baltimore was safe.

Francis Scott Key wrote on an envelope the words which came to his mind at that moment. On the way back to shore he finished his poem.

The next day, Key showed a copy of the poem to a friend who was so pleased with his work that he had it printed on sheets of paper. Many of the people of Baltimore were soon reading the poem. It was found that the words would fit a German song that the Americans knew. Newspapers in other cities also printed the poem. Soon, Americans all over the nation were singing the new song.

We will often hear the Star-Spangled Banner played or sung at public events. We hear it at assemblies at school. We sometimes hear it in our classrooms. When we hear the Star-Spangled Banner, we should know the words well enough to sing the song.

31. Sing "The Star-Spangled Banner."

"The Star-Spangled Banner"

O say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched were so gallantly streaming!
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there:
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, now conceals, now discloses?
Now it catches the gleam of the mornings first beam,
In full glory reflected now shines on the stream:
'Tis the star-spangled banner! O long may it wave
O'er the land of the free and the home of the brave!

32. Have the class draw pictures which illustrate Francis Scott Key writing the Star-Spangled Banner.

33. Read and discuss the following story of the symbols of America.

The Symbols of America

Every country has signs, pictures, and other objects which tells something about the nation. These are called patriotic symbols. We see them everyday. We see them on our money and our buildings, as well as in books, newspapers, and magazines. We also see them in our parks and on television.

a. <u>The Great Seal</u>

Every country has its national seal. Our Great Seal might be called the "signature" of the United States government. Have you ever seen the Great Seal on the back of a one dollar bill? The drawings below are of the two sides of the Great Seal of the United States of America. Next to the flag, the Great Seal is the most important symbol of our nation.

<u>The Meaning of the Great Seal</u>

American Eagle - - - - - - - Strength

Shield - - - - - - - - - - - 13 Colonies

E Pluribus Unum - - - - - - "One out of many"

Olive Branch - - - - - - - - Peace

Arrows - - - - - - - - - - - 13 Colonies

Pyramid - - - - - - - - - - Stability of government

The Eye - - - - - - - - - - God

Annuit Coeptis - - - - - - - "God is happy with this undertaking"

Novus Ordo Seclorum - - - "A new order of the ages"

MDCCLXXVI - - - - - - - - - 1776

b. The American Eagle

The eagle is our national bird. It became our national bird when it was first used on the Great Seal of the United States. Benjamin Franklin did not want the eagle used as our national bird because it is also used by countries in Europe. He wanted an American bird. He wanted to use the turkey.

The eagle was often used as a symbol in the early years of the United States. It was used on stamps, money, medals, and it was used on furniture.

The bald eagle is a very large bird. He can spread his wings between seven and eight feet. His nest may be six to eight feet across. The bald eagle eats fish, snakes, small animals, and birds. He lives in high trees, or on high cliffs near water. It is now against the law to shoot an eagle. The eagle can still be found in the deep forests of Florida and in a few other places.

c. The Liberty Bell

Can you imagine keeping an old bronze bell which has a large crack in it? Can you imagine keeping a bell which will no longer ring? There is such a bell in America, and many Americans go to see it, talk about it, and write about it. It is called the Liberty Bell. It is 25 years older than our United States. This bell has rung for many important events in the history of our country. It rang loudly at the birth of the new nation in 1776. It rang loudly when the Americans won the Revolutionary War. It also rang when Washington died. It has rung many times. In 1835, it cracked wide open.

The Liberty Bell can now be seen in Independence Hall, in Philadelphia, Pennsylvania.

d. The Statue of Liberty

The Statue of Liberty is a welcoming sight to travelers returning to America. It was built on a small island in New York harbor. It has become a famous symbol of Liberty to Americans and to all the world.

The Statue of Liberty was a gift. It was a gift of goodwill and friendship from the people of France. It was built in 1876, 100 years after America was a free nation. It stands for the Greek Goddess of Liberty holding a torch high in her

right hand. The torch stands for the light of liberty. In the left hand of the statue is a book representing the Declaration of Independence. At the feet of the statue is a broken chain. The broken chain stands for the breaking of the tie between England and the United States.

More than 500,000 visitors each year visit the Statue of Liberty. If you wish to visit the Statue, you will take a boat from the city of New York to Liberty Island. The Statue is very large. You can climb stairs, or take an elevator from the base of the Statue to its head.

e. Uncle Sam

You may have seen a picture of a tall man with long hair and a beard. Was his dress very strange? Did he carry, or wear a tall hat? Did his pants have wide red and white stripes and was his blue vest covered with stars? You might have seen him in magazines and newspapers. He sometimes appears in movies and on television. What is his name? Most of us know him as "Uncle Sam."

Sometimes we may say that we "owe Uncle Sam some money." Sometimes we say that we "got a letter from Uncle Sam." We must remember that he is not a real person. He is not really our uncle. Uncle Sam stands as a symbol of a wise, loyal American, whom we are happy to have as a friend.

34. Discuss some of the more important documents of American Freedom.

35. Read and discuss the following story.

The Declaration of Independence

On July 4, 1776, a group of very important men signed the Declaration of Independence. It stated that, "All men are created equal." This means that all people should have the same rights and be treated the same.

The Declaration of Independence told the world that a new and free nation had been born.

36. Have the pupils write reports on some of the great leaders of this early era.

- Thomas Jefferson
- John Adams
- Benjamin Franklin
- Roger Sherman
- Robert Livingston
- Other leaders

37. Study the following items taken from America's past.

Hall of Fame and Facts

I wrote the Declaration of Independence.

Thomas Jefferson

I was a speaker from Virginia. I ended one of my well-known speeches by saying, "Give me liberty or give me death."

Patrick Henry

I am the date when the Declaration of Independence was adopted.

July 4, 1776

I was the first president of the United States of America.

George Washington

I am a fine plan and a set of rules for the American government. I was drawn up by our Founding Fathers in 1787.

The Constitution

I am that part of the Constitution which protects the rights of each individual American.

The Bill of Rights

38. Have pupils write reports on some of the great leaders of our times.

- Richard Nixon
- Lyndon B. Johnson
- John Kennedy
- Martin Luther King
- Robert Kennedy
- Other leaders

39. Study the following items taken from America's recent history.

Hall of Fame of Recent Leaders

John F. Kennedy

I was the 35th president of the United States. I was 46 years old when I was assassinated in office. I was the youngest president who ever served America.

I was a black leader for civil rights. I gave my life working for the rights given to all Americans in the Constitution. I believed in the non-violent civil rights movement.

Martin Luther King

I was a Senator from New York. I was assassinated while I was running for the office of the President of the United States.

Robert Kennedy

I was the 36th president of the United States of America. I took office when President John Kennedy was shot.

Lyndon Johnson

40. Talk about the American presidents. Have pupils offer comparisons of some of our earlier presidents with those of recent times.

41. Discuss some of the wars fought during the early years of our history and their effects on us today.

    a. Discuss what effects the Revolutionary War has had on us today.

    b. Compare the wars fought with England with some of the wars of more recent times.

    c. Make a notebook of famous men who fought in the Revolutionary War.

        - George Washington
        - Benedict Arnold
        - Other famous men

42. Study the Mexican-American War.

    a. Discuss what caused the revolt of American colonists in Texas.

        - Language
        - The closing of migration from the United States
        - Refusal to permit slavery into Texas
        - The fighting at the Alamo, and other battles
        - The creation of the "Lone Star Republic"
        - Conditions under which Texas became a state

    b. Read and discuss the following article about the Mexican-American War.

<u>War With Mexico</u>

Many countries had their eyes on the riches of California, but California belonged to Mexico. At one time, the United States tried to buy California from Mexico. Mexico did not want to sell.

There were still bad feelings between Mexico and the United States because of problems over Texas.

In 1840, America went to war with Mexico. Many people have since felt this was a useless war. It created many problems between the two countries. Many of these problems have been solved, but some still remain.

c. Read and interpret parts of the El Tratado De Guadalupe Hidalgo (The Treaty of Guadalupe Hidalgo) to the class. Send for copies from: Bicentennial Education Services Trust, 409 Forum Building, Sacramento, California 95814. Copies may also be borrowed from the public library.

d. Discuss the Mexican-American War from both countries' point of view.

e. Compare the Mexican-American War with other wars.

f. Talk about the effect on us of the Mexican-American War.

g. Add to your notebooks, the names of famous men who fought in the Mexican-American War. Write about their contributions in that struggle.

- Sam Houston
- Santa Anna
- Davy Crockett
- Other famous men

h. Learn something about the country of Mexico around 1821.

i. Know that Mexico was the first country in this part of the world to do away with slavery.

j. Discuss some of the types of people who lived in Mexico at that time.

Some People Who Lived in Mexico Around 1821

Creole Lady and Landowner
Creoles were people of French and Spanish descent.

Negro Boatman

Vendor Mestizo
A Mestizo is a person of both Spanish and Indian descent.

43. Study the Civil War.

a. Discuss slavery and the part it played in causing the Civil War.

b. Have the pupils talk about the picture below.

- Who are the people in the picture?
- What are they doing?

c. Discuss the lines below. These lines are from a song that many of the slaves used to sing.

"Nobody knows the trouble I've seen,
Nobody knows but Jesus.
Nobody knows the trouble I've seen,
Glory Halleluja!"

d. Have pupils draw pictures of some of the tasks that slaves had to perform.

e. Read stories and write reports about some of the people below:

- Frederick Douglass
- Harriet Tubman
- John Brown
- Nat Turner
- Booker T. Washington
- Other notable persons

f. Read and discuss the following story.

The Meaning of the Underground Railroad

The underground railroad was not a real railroad. It meant places where slaves stopped when they were running away from slavery. The people in these secret places helped the slaves and gave them food and shelter. They gave the slaves a place to stay until they could go on to another safe place. This was called an "underground railroad" because the places were secret, and because these were stop-off places, like a railroad might use.

g. Discuss persons alive today who might have been strong leaders during the Civil War era.

h. Talk about how the Civil War has affected the lives of black Americans today.

i. Discuss Memorial Day, with regard to the Civil War.

j. Have the pupils decide which movement or issues would have claimed their support had they lived during the Civil War.

k. Talk about which topics or events of Civil War days are most closely related to those of today.

44. Discuss other wars and conflicts and their effects upon our country today.

- World War II
- Korean War
- Other wars and conflicts

REVIEW

What Have You Learned?

Fill in the blanks with the correct word from the word list box on the right.

1. The list of rights in our Constitution is called the _____.
2. The American flag has _____ stars.
3. _____ means to know the right thing to do.
4. When the American Flag goes by, people _____.
5. Places where slaves could stop when they were running away from slavery were called an _____.

underground railroad
fifty
Bill of Rights
forty eight
etiquette
salute
thirty

DEMOCRACY AS A WAY OF LIFE TODAY

Expected Outcomes

- Understand that great Americans express the spirit of our nation.

- Understand the strong and growing movement to win equal civil rights.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

   spirit
   civil rights
   equal
   demand

2. Review the rights and freedoms of Americans. (Page 160)

3. Read and discuss the following story on making democracy work.

Make Democracy Work

Americans are great people. If this were not so we could never have become the great nation we are today.

The Constitution of the United States assures all citizens of their rights.

Each American can do a great deal to make our democracy work even better than it has.

4. Discuss the steps that have been taken by the United States government to gain equal civil rights for all Americans.

5. Discuss the steps taken by Presidents John Kennedy and Lyndon Johnson to see that better housing and better jobs were made available for disadvantaged Americans.

6. Discuss the Supreme Court rule against separate schools for Black American children.

REVIEW OF CHAPTER

Summary of Words You Should Know

Do You Know These Words When You See Them?

1. speech	6. assembly	11. colonists
2. worship	7. press	12. spirit
3. trial	8. liberty	13. civil rights
4. free	9. jury	14. equal
5. freedom	10. petition	15. demand

Can You Spell These Words?

1. speech
2. free

Can You Alphabetize These Words?

1. worship
2. free
3. freedom
4. assemble
5. equal

What Have You Learned From Chapter VI?

Answer the questions below. Select the correct answer from the three choices below each question. Write the correct answers in the blank.

1. One freedom that Americans enjoy is the freedom to _____ as we please.

   a. gossip
   b. worship
   c. borrow from others

2. We are free to say whatever we want to say about our _____.

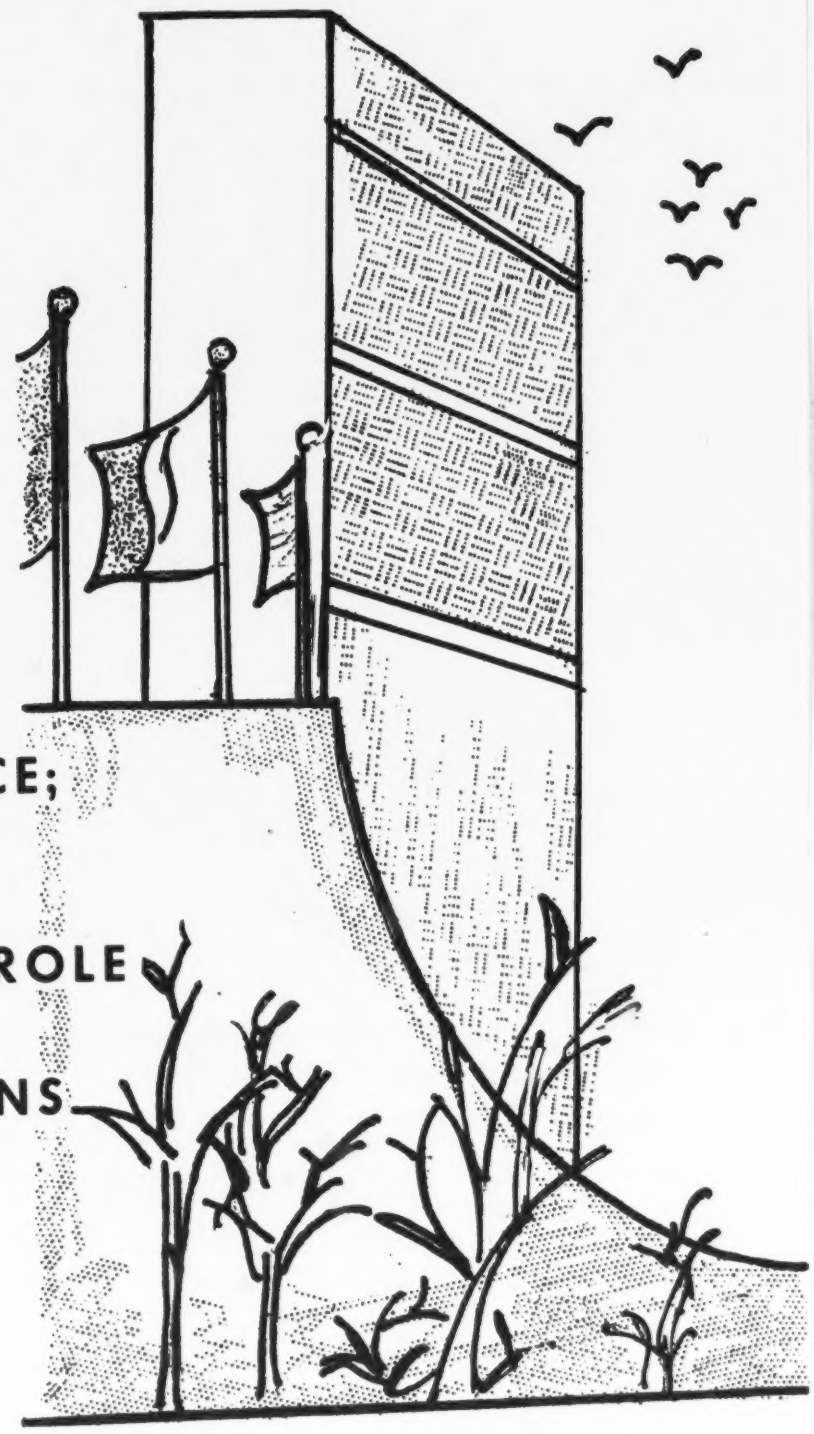
   a. government
   b. friends
   c. families

3. We can print a newspaper if we wish. This means that we have freedom of _____.

   a. press
   b. assembly
   c. speech

CHAPTER VII

APPRECIATING MAN'S NEED FOR SECURITY AND PEACE; UNDERSTANDING THE ROLE OF THE UNITED NATIONS



INTERDEPENDENCE OF INDIVIDUALS

INTERDEPENDENCE OF NATIONS

THE UNITED NATIONS

INTERDEPENDENCE OF INDIVIDUALS

Point of View

It is essential that all children have some understanding of world citizenship. It is particularly essential that educable mentally retarded children participate in activities that will increase their understanding of the interdependence and interrelationships of peoples and nations, the meaning of world citizenship, and the responsibilities and privileges involved.

As a result of participating in the learning activities related to the United Nations, the EMR pupil hopefully will develop a better understanding of world problems. He may better understand that living together as a family of nations presents a continuing problem for all mankind. He will gain some understanding of democracy as a way of life and its function in world affairs, and of the worth of the individual and his contribution to society.

Certainly, the problem of teaching the slow learner to be a responsible citizen involves major considerations. The first is that the changing complexity of citizenship requires that he remain informed about world affairs, despite his verbal and reading deficiency. He needs help and guidance in learning to use effectively, common sources of information, such as the radio, television, and the newspaper. In the school program, the EMR pupil should become familiar with world citizenship and with what each of us is doing to maintain peace.

Expected Outcomes

- Recognize that a man is responsible for the welfare of others.
- Develop a respect for law and a vigilance concerning its fairness and justice.
- Accept the historic truth that if one man's rights are impaired, the rights of all are imperiled.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

United Nations	peace
dependence	depend
world	nations
cold war	communism
defend	security

2. Discuss how man is responsible for the welfare of others.

3. Discuss the phrase, "If one man's rights are impaired, the rights of all are imperiled." How can this phrase be applied to the classroom situation?

4. Discuss why we must respect law and exercise fairness and justice in our homes, at school, in our community, in our country, and with regard to people all over the world.

5. Have the class build a dictionary of United Nations terms.

6. Present daily reports of current international news events and the part played in them by the United Nations.

7. On a world map, pinpoint places where the United Nations has helped ease tensions in dangerous situations. Have pupils write reports explaining details of what happened at each place.

8. Collect stamps and coins of United Nations member countries.

9. Write letters to the United Nations requesting materials for classroom use.

10. Exchange letters with pupils in other United Nations member countries.

11. Write poems about the United Nations.

12. Make reports on contributions which many races and nationalities in United Nations have made to our life and culture.

13. Name and identify some of the world leaders from some of the countries.

INTERDEPENDENCE OF NATIONS

Expected Outcomes

- Realize the United States history is part of world history.
- Understand that the lack of understanding among nations causes fear.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

   fear
   understanding

2. Discuss the many ways in which the nations of the world need one another.
3. Discuss the reasons why the United States needs other countries and other countries need the United States.
4. Display on the bulletin board current newspapers or magazine clippings about the United Nations.
5. Find out if any of the pupils in the classroom has visited the United Nations. If so, have him make an oral report to the class.
6. Invite a resource person who has visited the United Nations to speak to the class.
7. Collect flags of member nations.

8. Have the class write a paper entitled, "What the United Nation Means to Me."

9. Assist the class in learning songs.

   - "United We Stand"
   - "United Nations' Hymn"
   - "Rainbow 'Round the World"

10. Create a mural on the United Nations motto (see page 192).

11. Have the class draw pictures of people of various nationalities wearing holiday costumes.

12. Prepare a display of dolls representing member nations of the United Nations.

13. Construct models of typical houses of people in different United Nation countries.

14. Make flags of United Nations member nations.

THE UNITED NATIONS

Expected Outcomes

- Learn some of the reasons for the United Nations and how it came into being.

- Discuss the purposes of the United Nations.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

motto	Russian
membership	English
promote	Spanish
host	democracy
Chinese	communism
French	

2. Read and discuss the United Nations.

The United Nations

The United Nations is an organization, set up to keep peace in the world. It was set up at a meeting in San Francisco, in April, 1945. It was named the United Nations, or U.N. The United Nations buildings are located in New York City.

This is a view of the U.N. buildings.

Most of the nations of the world belong to this great organization. Together, they try to work out the problems of the world. The U.N. has done much good work. Besides working for peace, it has helped many backward nations of the world. Several times, it has kept countries from going to war.

The Dream of the United Nations

The dream of the United Nations is the making of a better world for everyone.

The Motto of the United Nations

"To promote the peace of the world and to promote the well-being of mankind"

Membership in the United Nations

Membership in the United Nations is open to all peace-loving nations which accept the rules of the United Nations, and which are able and willing to carry out these rules. At first there were 51 countries that joined the United Nations. Now there are over 117 members that belong to the United Nations.

Languages of the United Nations

The languages of the United Nations are Chinese, English, French, Russian, and Spanish. Its working languages are English and French. Spanish is a working language in a part of the United Nations.

Work of the United Nations

1. The United Nations tries to prevent wars.
2. The United Nations tries to do away with anything that could lead to war, such as too much hunger and sickness in countries.
3. The United Nations sends food, clothing, and medicine to countries.
4. The United Nations sends teachers to countries to help with education.
5. United Nations members discuss problems with other countries to try to keep peace.
6. The United Nations makes laws that will help keep human rights and freedoms safe.
7. The United Nations accepts dues from each member.
8. The United Nations sends armies to help countries to live peacefully.

REVIEW

Select the right answer from the three choices below each question. Write the correct answer in the blank.

1. The United Nations is an organization set up to keep _____.

   a. food
   b. happiness
   c. peace

2. The United Nations buildings are located in _____.

   a. New York
   b. San Francisco
   c. Los Angeles

3. The United Nations was set up in a meeting, which took place in _____.

   a. San Francisco
   b. New York
   c. Los Angeles

4. The United Nations is a _____ organization.

   a. city
   b. state
   c. world

CHAPTER VIII

LEARNING ABOUT AND UNDERSTANDING THE WAY OF LIFE OF PEOPLE OF OTHER NATIONS

THE WORLD BEYOND THE RANGE OF VISION

AN INDIVIDUAL'S PROBLEMS IN RELATIONSHIP TO THE WORLD'S SETTING

A STUDY OF THE PEOPLE OF OTHER LANDS WHO HAVE CONTRIBUTED TO THE GROWTH OF LOS ANGELES

THE WORLD BEYOND THE RANGE OF VISION

Point of View

The educable mentally retarded pupil should be taught about the world that exists outside of his small community, and his city, state and country. Often, he needs a great deal of help in learning to see "the big picture" in terms of space and time and their relationship to the world of travel. The EMR child needs to associate space, time, and travel in order to reach a downtown movie theater, to report to work on time, to use public transportation, or to travel to distant places.

Knowledge of travel, knowledge of world citizenship, and knowledge of the interdependence and interrelationships of peoples and nations are important to all children. These things are important to the EMR child only insofar as they affect his ability to travel and his ability to see himself in relationship to the world around him.

The countries referred to in this chapter should be part of instructional content only if they are of interest to the pupils in the class. The teacher may ask class members where they wish to travel and then plan the study of only those countries which stimulate interest.

Expected Outcomes

- Share experiences of travel.
- Understand how differences in distance involve differences in time.
- Appreciate other lands and people that are in the news.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

   time
   travel
   distance
   hour
   day
   night
   week
   transportation

2. Invite the class to share travel experiences, such as trips:

   - Across the city
   - Away from Los Angeles
   - To the mountains
   - Over the ocean
   - Out of the country

   a. Talk about how long the trips took.

   b. Discuss how the pupils traveled.

   c. Discuss what they saw.

3. Discuss the differences in distance and how distances involve differences in time.

   a. Review time concepts.

   b. Discuss how much time was needed to travel:

      - A few minutes
      - An hour or more
      - All day
      - A day and a night
      - A week or more

4. Relate the measurement of time concept. Instruct pupils to visit the office, the cafeteria, and other places in the school plant in order to measure how much time was required to complete the trips. Ask members to:

   a. Measure the few minutes needed to go downtown.

   b. Measure the few minutes needed to fly to San Francisco.

   c. Measure off an hour by noting its passage on the school clock.

   d. Consider how the mode of transportation selected may reduce the amount of time needed for a trip.

5. Arrange for the class to take a tour of the school plant to locate such places as the:

   - Lunchroom
   - Library
   - Doctor's office
   - Nurse's office
   - Counselor's office
   - Principal's office

6. Request that class members make a large map of the community. Encourage individual pupils to locate bus routes, their homes, important buildings, and places for recreation.

7. Take the class for a walk in the neighborhood to locate the post office, variety store, grocery stores, and places for recreation.

8. Ask individual pupils to make a list of places to which they have traveled independently. Let them tell the class some of the things that they must know to travel independently.

9. Ask pupils to hold mock telephone conversations with each other in which they give directions about how to travel to various places, such as:

   - Their homes
   - Church
   - A local store

10. Assign pupils to make individual maps of the easiest way to reach school from home.

11. Take the class on a trip to a local precinct police station. Discuss "Safety in traveling."

12. Make and post signs in the homeroom indicating the directions of north, south, east, and west. Discuss the various ways in which these signs are used.

13. Take the class for a walk to locate bus stops in the school area. Point out the bus stop where pupils usually board the bus.

14. Ask each pupil to tell about a trip taken by plane, car, bus, or train. This should include destination, length of travel time, and the incidents which delayed or interfered with the trip.

15. Request that pupils describe personal and family preparations for trips outside the city. Discuss how baggage and lunches were packed.

16. Display a large map on the bulletin board. Trace the routes taken by pupils on trips with their families. Assign them to write a short story about their trips. Display stories on the bulletin board.

17. Help pupils to plan an imaginary trip to the State Capital, or some other distant place of interest. Obtain time tables and compare the length of travel time by bus and by train. Compare the cost of the trip by bus and by train.

18. Instruct class members to calculate the amount of money saved by buying round-trip tickets. Determine if there is a special family or group rate. How to use the telephone to get needed information, and how to determine the amount saved by using special rates.

19. Request that pupils obtain maps from gas stations, automobile clubs, the railroad station, or the bus terminal for classroom use.

20. Lead a discussion about other lands and the people who are in the news.

    a. Ask pupils to bring to the class clippings from newspapers about countries that are in the news, such as:

        - Israel
        - Romania
        - Russia
        - Ireland
        - Vietnam
        - Other countries

    b. Encourage pupils to keep a notebook concerning people and news from other countries.

21. Familiarize pupils with world maps so they can get some idea of the space that the United States occupies in comparison to that of other countries.

22. Conduct a study of the Soviet Union.

    a. Help pupils to understand and interpret today's news events as they relate to relationships between Russia and the United States.

    b. Discuss the heritage of freedom in the United States.

    c. Compare the Russian government with that of a democracy.

    d. Discuss the effect of Russia's scientific program on the United States and on other nations.

    e. Discuss why the Russian government controls the press, radio, and television.

    f. Help pupils to learn how government affects the lives of people.

    g. Outline some of the cultural contributions of Russia to the United States and to the rest of the world.

    h. Talk about some of the things that the Russian people do for recreation.

    i. Help the pupils to become familiar with the religions that are still permitted to exist in Russia.

    j. Lead a discussion concerning the kinds of clothing that people wear in different parts of Russia.

k. Discuss the types of homes in Russia.

l. Discuss some of the other customs and manners of the Russian people.

23. Conduct a study of Brazil.

a. Help pupils to compare the size of Brazil with that of other countries that Brazil is the largest country in South America.

b. Encourage pupils to study maps of Brazil and of South America.

c. Point out the number of new industries and cities in Brazil.

d. Contrast the cultural patterns in Brazil with those in the United States.

e. Ask pupils to obtain information form in the library and then to make drawings of some typical homes in Brazil.

f. Help the class to study about the many racial and national backgrounds represented by the people of Brazil.

g. Discuss the language that is spoken in Brazil.

h. Lead a study of the chief air routes between Brazil and the United States.

i. Assign pupils to visit the library and read about the Tropical Rain Forest in Brazil, and to study:

- The abundance of plant and animal life in the Rain Forests.

- Maps to find the locations of the Rain Forests of the world.

j. Lead a study of life in an Indian village in Brazil and help pupils to compare it with life in an Indian village in the United States.

k. Discuss life in the Amazon Basin.

l. Ask pupils to study how mining industries have led to new development to Brazil.

m. Help class members to contrast life in Brazil with life in our own community in Los Angeles.

24. Conduct a study about Switzerland.

a. Discuss how life in large cities of Switzerland is more or less similar to that of Los Angeles or other large cities throughout the world.

b. Help pupils to compare the history, government, and standards of living of the Swiss people with those of people in the United States.

c. Ask pupils to compare the basic differences between and similarities of the region in which we live with those of the mountainous region of Switzerland.

d. Discuss how scenic beauty is a source of income both in the United States and in Switzerland.

e. Help class members to decide in which parts of Switzerland the people live in much the same way as the people do in Los Angeles.

f. Discuss how climate affects the types of clothing that the Swiss wear.

g. Conduct a discussion concerning why the Swiss speak four languages.

h. Ask pupils to find out in what ways the government of the United States and the government of Switzerland are alike.

i. Lead a study of the music of Switzerland, including the practice of yodeling and the use of bells.

j. Conduct a study of recreation in Switzerland, such as mountain sports and carnivals.

k. Discuss how Switzerland helps the United States and how we help the Swiss.

25. Arrange for the class to set up an imaginary travel agent booth. Request that pupils select countries in which they would like to travel and learn about these countries.

26. Help pupils to set up classroom booths representing different countries. Ask pupils to bring artifacts, paintings, books, dolls, and other articles from various countries. Display maps and posters from travel agencies in the booths. Schedule pupil visits to each booth. Discuss the distances to different countries.

AN INDIVIDUAL'S PROBLEMS IN RELATIONSHIP TO THE WORLD'S SETTING

Expected Outcomes

- Learn about the different peoples who make up the population of Los Angeles.

- Learn something about the people and the countries from which they came.

Suggested Learning Experiences

1. Have pupils add names of countries and continents to their word list, such as the following:

Japan	Germany
Mexico	Ireland
China	France
Africa	Cuba
Italy	Denmark
England	Israel

2. Instruct pupils to prepare a poster listing all of the different countries represented by the people who have come to Los Angeles.

3. Instruct pupils to draw pictures of the native dress of people from different countries.

4. Assign pupils to make scrapbooks containing materials about different countries throughout the world.

5. Discuss the countries from which came the majority of people who make up the communities of Los Angeles.

6. Conduct a study of Japan and its people.

   a. Point out that the country of Japan is located on a chain of beautiful islands which lies along the East coast of Asia.

   b. Ask pupils to locate Japan on a map.

   c. Help pupils to learn about modern Japan. Point out that it is a strong industrial nation. Discuss Japan's electric power from water resources. Point out that many articles used by people in the United States came from Japan, such as:

      - Cameras
      - Radios
      - Toys
      - Automobiles

   d. Discuss Tokyo, the largest city in the world, and help class members to learn in what ways it is like Los Angeles:

      - Department stores
      - Office buildings
      - Theaters
      - Parks
      - Other ways

   e. Discuss schools in Japan, and help pupils to compare them with those in the United States.

   f. Lead a discussion regarding interests that are common to Japanese and American children, such as:

      - Baseball
      - Swimming
      - Television
      - Movies

   g. Talk about the historical development of Japan as a nation.

   h. Help pupils to understand why it is important for the United States and Japan to be good neighbors in the Pacific area.

   i. Lead a discussion concerning Japanese-Americans and their contributions to our communities in Los Angeles.

   j. Assign class members to prepare scrapbooks concerning Japanese art and architecture as they are evidenced in Los Angeles.

k. Arrange a field trip into Little Tokyo in Los Angeles.

l. Introduce Japanese foods to the class.

7. Conduct a study of Mexico and its people.

a. Ask pupils to examine a map and to note that Mexico borders the United States. Discuss how contacts, despite some conflicts, have created greater understanding between the people of both countries.

b. Referring to a map again, point out that Mexico is the third largest country in North America. Discuss how it is a land of great beauty.

c. Help pupils to study about the history of Mexico.

d. Discuss with the class Mexico as it is today.

e. Review some of the projects that Mexico and the United States have jointly undertaken that are helpful to both countries.

f. Help pupils to learn about the main types of work in Mexico.

g. Discuss Mexico City.

h. Ask pupils to bring to class pictures and post cards from Mexico City and other parts of the country.

i. Request that class members study aspects of Mexican culture, such as:

- Foods
- Dress
- Handcrafts
- Fine arts
- Fiestas
- Education

j. Discuss some aspects of the Mexican government.

k. Help pupils to learn about some of the things that the people of Los Angeles receive from Mexico.

l. Discuss some of the things that Mexico receives from the United States.

m. List some of the ways in which Mexico has influenced the United States, such as are reflected in the following:

- Art and architecture
- Names of streets, cities
- Customs

n. Ask class members to list some of the many contributions that Mexican-Americans have made to our communities in Los Angeles.

o. Assign pupils to prepare a scrapbook concerning the contributions of Mexican-Americans.

p. Arrange a class visit to Olvera Street and give pupils an opportunity to sample Mexican food.

8. Conduct a study of China and its people.

a. Help the class to locate China on a map. Point out that this vast country is the home of about one-fourth of the world's people and that it is one of the largest countries in the world.

b. Discuss why our lives are directly influenced by events that take place in China and in other parts of Asia.

c. Help pupils to study about China long ago.

d. Lead a study of China today.

e. Discuss Chinese-Americans and their contributions to our communities in Los Angeles.

f. Arrange for a class visit to Chinatown in Los Angeles.

g. Introduce the pupils to Chinese foods.

9. Conduct a study of Africa and its people.

a. Help pupils to locate Africa on a map. Point out that Africa is a vast, complex, beautiful continent, full of contrasts.

b. Discuss the kinds of animals that live in Africa.

c. Ask pupils to draw pictures of some of these animals.

d. Discuss how some species have almost become extinct and ways in which the government has sought to protect them.

e. Help pupils to understand the dangers faced by animals in America and to learn ways in which they can be safeguarded.

f. Review highlights in Africa's many histories.

g. Discuss why Africa used to be called the "Dark Continent."

h. Lead a discussion of Africa as a former source of slaves.

i. Plan assignments so that the class will learn about Africa today.

j. Help pupils to learn something about schools in Africa and to compare them with schools in the United States.

k. Organize a study of present living conditions in Africa.

l. Discuss the contributions of the African culture, in such fields as:

- Dance
- Music
- Dress
- Art
- Education

m. Help class members to:

(1) Study about citizens of African heritage who live in the United States.

(2) Learn about the contributions of Afro-Americans or Black-Americans in Los Angeles.

(3) Discuss the desire of present-day Black-Americans to know more about Africa.

n. Arrange for the class to visit the Watts Towers, the Ebony Showcase, and other places representative of Black culture in Los Angeles.

o. Introduce pupils to "soul" foods, and discuss how they originated.

10. Conduct studies of other lands whose people have contributed to the cultures of Los Angeles, provided that the countries are of interest or concern to pupils in the class. Nations of interest may include:

- Israel
- England
- Germany
- Italy

REVIEW OF CHAPTER

Summary of Words You Should Know

Do You Know These Words When You See Them?

1. time
2. travel
3. distance
4. hour
5. day
6. night
7. week
8. transportation
9. Japan
10. Mexico
11. China
12. Africa
13. Italy
14. England
15. Germany
16. Ireland
17. France
18. Cuba
19. Denmark
20. Israel

Can You Spell These Words?

1. time
2. day
3. hour
4. night
5. week
6. distance

CHAPTER IX

GETTING ACQUAINTED

WITH OCCUPATIONAL OPPORTUNITIES

AND DEVELOPING ECONOMIC EFFICIENCY

PLANNING A FUTURE

SELF-EVALUATION IN THE WORLD OF WORK

WORKERS IN THE NEIGHBORHOOD

WORKING IN LOS ANGELES

LOOKING FOR A JOB

PLANNING A FUTURE

Point of View

Preparing young people to adjust to the demands of getting and holding a job is probably the most important objective of the educational program for educable mentally retarded pupils.

Therefore, it is necessary for teachers to be familiar with the kinds of jobs that EMR pupils can be trained to perform. After leaving school, they are usually employed in unskilled and semi-skilled fields. For this reason, the pupils need to have actual experience of this type in the classroom.

Training of EMR pupils in obtaining employment and in remaining on the job should begin in elementary school. Teachers use daily classroom activities to develop good work habits and positive attitudes. Although the senior high school teacher should stress the understanding of such things as union membership, income tax deductions, unemployment benefits and social security, these concepts may be introduced during the latter part of the program in junior high school. Positive personality traits, the ability to get along with co-workers, dependability, and a high interest in doing more than just an adequate job are emphasized at the junior high level. Experience has shown that failure to hold a job is more often a result of negative personality traits than inability to perform the work.

Filling out application blanks correctly, proper conduct during a job interview, and understanding personal limitations in relation to job selection should be touched upon at the junior high level. However, these considerations are emphasized in senior high school.

Expected Outcomes

- Understand that junior high school is designed to help young people explore job opportunities.
- Understand that personal qualities are more important in securing jobs and in gaining promotions than is the skill required to perform the work.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

   future
   job
   occupation
   vocation
   career

2. Discuss why young people must begin early in their lives to consider how they are going to make a living. Discuss why they must work toward developing positive personality characteristics related to such factors as:

   - Appearance
   - Manners
   - Interests
   - Temperament
   - Expression
   - Self-confidence
   - Dependability
   - Loyalty

3. Discuss samples of desirable personal traits, such as those exemplified by the following:

   - Go out of your way to help other people.
   - Be dependable in doing what you say you will do.
   - Be tolerant.
   - Do not criticize people for doing things that you dislike.
   - Do not attempt to dominate other people.
   - Do not be a "show-off."
   - Be honest.
   - Do not make fun of other people.

4. Allow the pupils to have some part in planning the activities for the class.

5. Discuss classroom rules. Help pupils to understand why it is important to observe rules, both in the classroom and on a job.

6. Suggest that class members volunteer to perform services for the school. For example, they may collect, stuff, seal, and stamp materials for offices. Such activities should be organized on an assembly-line basis. Pupils may gain appreciation of the need to cooperate, as well as develop manual skills.

7. Ask each pupil to maintain a daily record of his work habits.

	Date	Date	Date	Date	Date	Date	Date	Date	Total Checks
I listened to instructions.									8
I was on time.									6
I started my task.									6
I completed my task.									5
I did my task well.									2
I cleaned up.									3
Total Checks	3	4	3	5	3	3	3	6	30

8. Ask each pupil to rate himself on his daily work habits.

	I RATE			I NEED	
Listening to instructions	High	Average	Low	Practice	Special Help
Being on time					
Starting the task					
Completing the task					
Doing the task well					
Cleaning up					

9. Suggest that pupils write complete sentences on the personality traits described by the following:

- Being neat at all times
- Getting along with other people
- Using good manners
- Showing an interest in other people
- Being pleasant
- Trying to be understood
- Having self-confidence
- Being dependable
- Being loyal

10. Request that class members prepare a series of posters illustrating good work habits.

REVIEW

Each sentence below is True or False. After each sentence, you will see the words True and False. If a sentence is True, circle the word True. If the sentence is False, circle the word False.

1. Pupils should not think about getting a job until they are out of school.	True	False
2. A very important part of every person's life is the way he earns a living.	True	False
3. How you act and how willing you are to learn have more to do with getting and holding a job than has what you already know.	True	False

SELF-EVALUATION IN THE WORLD OF WORK

Expected Outcomes

- Recognize that your choice of future employment is influenced by your interests, your personality, and your skills.
- Learn to match your traits with the kind of jobs that you are seeking.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

   personality
   skills
   employment

2. Discuss why it is necessary for pupils to match their interests, personality, and skills with the kinds of jobs that they are seeking.

3. Arrange a workshop in the classroom. Set up several booths, such as:

   - A shoe shine booth
   - A packing and wrapping booth
   - A cleaning booth
   - A gardening booth
   - A sewing booth
   - An upholstering booth
   - A busboy booth
   - A factory parts booth

   a. Assign pupils to bring articles to class that can be used in the different booths, such as:

      - Shoe brushes
      - Shoe polish
      - Boxes
      - Wrapping paper
      - Gardening tools
      - Thread
      - Needles
      - Cloth
      - Old dishes

   b. Arrange the class schedule so that each pupil has time to work in each booth.

   c. Prepare a chart to help each pupil rate himself and to learn which activities he performs best.

   d. Evaluate work with pupils in terms of neatness, exactness, promptness, attitudes, and ability to follow directions.

4. Plan community service projects, such as:

   - Making favors for children's hospitals
   - Making toys for kindergarten classes

WORKERS IN THE NEIGHBORHOOD

Expected Outcomes

- Understand the meaning of a neighborhood.
- Understand that people of our neighborhood work to render services and to produce goods.
- Recognize the different kinds of work available in the neighborhood.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

   neighborhood
   work

2. Discuss the meaning and purpose of the neighborhood.

   a. A group of people who live close together

   b. A group of people who have common interests

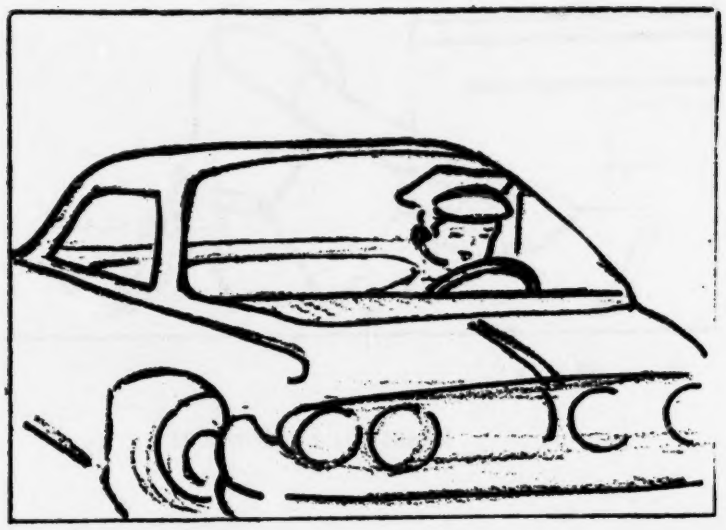
   c. A group of people who depend upon each other in many ways

   d. A group of people who also must depend upon the services and the goods of many other neighborhoods

   e. A group of people who have common needs

3. Help pupils to recognize that different kinds of jobs are available in the neighborhood.

Packers and Wrappers



Parking Attendants

Guards and Watchmen

Maids

Bricklayers

Household Workers

Sewing Machine Operators

Shipping Clerks

Short-Order Cooks

Hotel Bellmen

Waiters and Waitresses

4. Discuss other kinds of workers in the neighborhood, such as:

Welders	Carpenters
Upholsterers	Painters
Plumbers	Taxi drivers
Plasterers	Doormen
Construction laborers	Shoe salesmen
Candymakers	Service-station workers
Miners	Office boys and messengers
Meter readers	Factory workers
Lumberjacks	Busboys
Truck drivers	Janitors
Letter carriers	Bus drivers
Laundry workers	Hospital attendants

   a. Assign pupils to interview workers in the neighborhood.

   b. Invite different workers from the neighborhood to talk to class members.

   c. Instruct pupils to learn the duties of members of the school staff.

   d. Ask pupils to learn about the nature of their parents' work at home and in industry, the professions, or business.

5. Instruct pupils to make scrapbooks. Ask them to cut out pictures of workers from newspapers. Pupils may write a few sentences to tell about the job of each worker.

6. Arrange a field trip to a local factory. Here class members may look for job opportunities. A factory guide may point out jobs which require minimum skill.

WORKING IN LOS ANGELES

Expected Outcomes

- Understand that Los Angeles is a changing city.
- Learn that many industries are located in Los Angeles.
- Understand that a growing number of jobs in Los Angeles are available in the service industries.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

   Los Angeles
   industries
   government
   worker

2. Discuss some of the advantages that Los Angeles has in the field of job opportunities.

3. Help pupils to understand that we are living in an age of constant change. For example:

   a. Old buildings are being removed, and new ones are being built all over Los Angeles.

   b. Automation is reducing the need for many kinds of workers.

4. Discuss the government jobs that are available.

5. Help class members to prepare a scrapbook on "Jobs in Los Angeles."

6. Conduct a map study of the places from which many people come to Los Angeles looking for work.

7. Help pupils to list and discuss some of the industries in Los Angeles, such as:

   - The motion picture industry
   - The airplane industry
   - The garment industry

LOOKING FOR A JOB

Expected Outcomes

- Find out where to look for a job.
- Remember certain things about getting and holding a job.
- Know what the figures on your pay check mean.
- Learn about the government and how it helps the worker.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

   public
   agencies
   pay
   check
   labor

2. Introduce pupils to public agencies where they will be able to look for a job, such as:

   - Los Angeles State Employment Service
   - Professional
   - Industrial
   - Service
   - Government (Civil Service)

3. Discuss private employment agencies that can help pupils look for a job.

4. Discuss non-profit employment agencies, such as:

   - Urban League
   - Religious groups

5. Describe other ways of finding a job, such as:

   - Contacting unions
   - Talking with relatives, friends, and neighbors
   - Reading signs in stores located in neighborhood shopping centers

6. Assign pupils to prepare scrapbooks about different ways of obtaining jobs.

7. Conduct a class tour of the school and home neighborhood to help pupils find out what jobs are available to boys and girls of junior high age.

8. Lead visits to neighborhood businesses so that pupils may learn about job possibilities for them.

9. Instruct class members to check the want ad columns in the daily papers. Ask pupils to read selected ads and to discuss the job possibilities that are described.

10. With the class, prepare a list of part-time and summer jobs. Discuss how and when pupils should apply for these jobs.

11. Assign pupils to read the help-wanted section of local newspapers to learn about job possibilities. Designate class members to discuss the following topics:

    - Things That I Should Ask My Employer Before I Take a Job
    - Do I Have What it Takes to Hold This Kind of Job
    - Where to Find a Job
    - How to Get to Work

12. Bring copies of newspaper want ads to class. As items are reviewed, ask pupils to decide upon jobs for which they would like to apply. Request that pupils:

    a. Come to class correctly dressed and ready for make-believe interviews for the jobs that they have selected.

    b. Evaluate each pupil's performance in the make-believe job interview.

13. Arrange a field trip to a private employment agency. Obtain information concerning the types of jobs it has to offer, the cost to the employee for placement, and terms for repayment.

14. Discuss the advantages and disadvantages of using a private employment agency.

15. Help the class to prepare a job directory. Include pay rates and benefits of various jobs referred to in the daily newspaper.

16. Invite members of the Los Angeles Office of the State Employment Service to visit the class and discuss types of compensations for which workers are eligible under certain conditions.

17. Lead a discussion at some of the things that are important in getting and holding a job, such as:

- Maintain an attractive appearance.
- Be prepared for the work to be performed.
- Learn to speak as well as possible.
- Be courteous.
- Listen carefully to the employer and foreman.
- Answer questions politely.
- Come to work on time.
- Come to work regularly.
- Do a good job.
- Try to get along with others.
- Be calm.
- Be friendly.
- Show that you are interested.
- Observe safety rules.

18. Lead a discussion of

    a. The importance of doing a job well.

    b. The necessity for people to work.

19. With the pupils, plan and present skits that illustrate:

    a. The results of a worker's displaying good work habits.

    b. What may happen when a worker fails to do his part in completing a job.

20. Help class members to prepare and post for reference, a list of tips for workers.

21. Instruct pupils to prepare a series of posters illustrating proper work habits.

22. With the class, develop a skit to illustrate how an employee should handle job situations which he thinks the foreman has been unfair. Point out how an employee may endanger his job by attempting to prove a minor point.

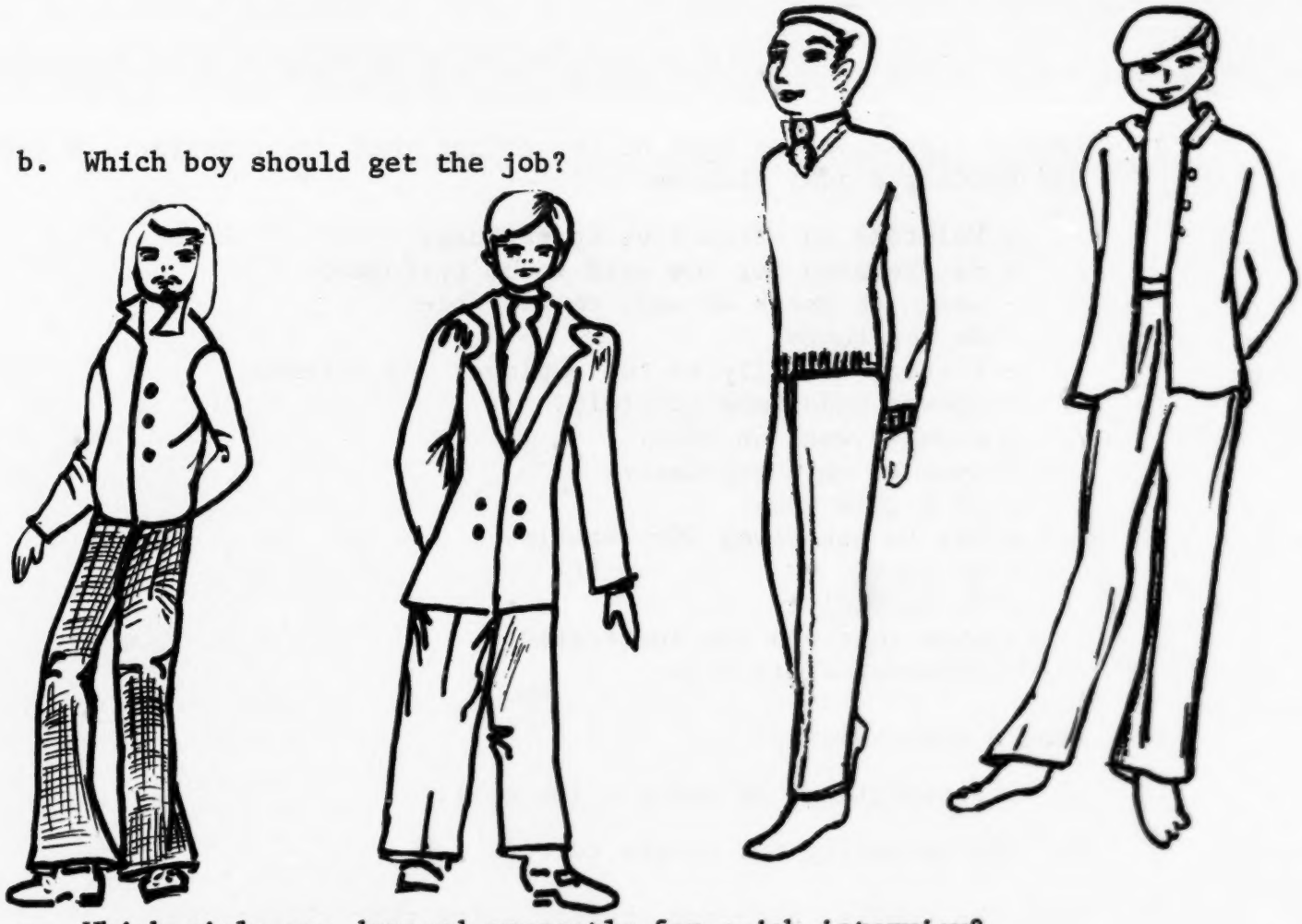
23. Help pupils to present skits showing the results of proper attitudes on the job.

24. Discuss the proper way to quit a job.

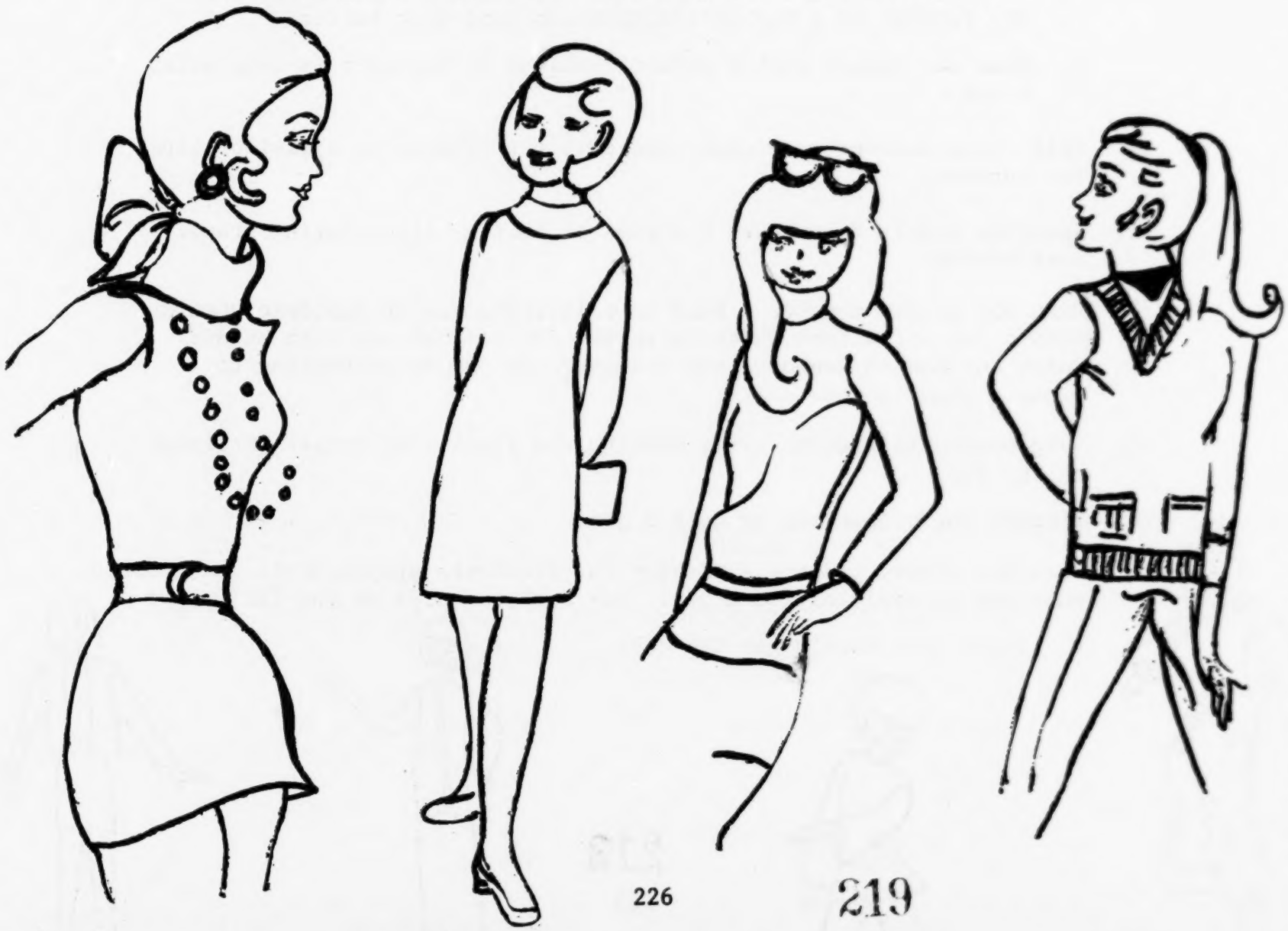
25. With the class, prepare a display to illustrate proper dress and grooming when one is applying for a job. Use such examples as the following:

    a. Which girl should get the job?

b. Which boy should get the job?



c. Which girls are dressed correctly for a job interview?



26. Discuss pay checks, including:

    a. How much a person may earn.

    b. How much may be withdrawn from a pay check.

    c. What deductions may be required.

27. Discuss the necessity for workers to understand clearly wage and hour agreements at the time of accepting a job. Point out how this understanding can prevent later problems.

28. Use arithmetic problems to show how to compute deductions, such as for income tax, city tax, and Social Security.

29. Help pupils to fill out income tax forms.

30. Discuss the rewards of work other than pay, including the feeling of pride, the pleasure of being employed, and the contribution to society.

31. Prepare a chart to show how deductions affect how much a worker receives in pay.

32. Discuss other things about jobs and pay checks, such as:

    - Clock number
    - Job classification
    - Hourly rate
    - Regular Time
    - Overtime
    - Federal income tax
    - Social Security
    - Hospitalization
    - Organization dues
    - Savings

33. Help pupils to understand that workers have certain rights.

    a. The worker should be treated with courtesy and fairness.

    b. The worker has the right to a fair wage.

    c. The worker has a right to end his employment.

34. Help pupils to understand that workers have certain responsibilities.

    a. The worker should be loyal to his employer.

    b. The worker is expected to do a satisfactory day's work.

35. Discuss labor unions, including:

    a. What unions do to help members.

    b. Strikes and walkouts.

36. Conduct a study concerning the government and its relationship worker.

- Equal job opportunities
- Minimum wage
- Unemployment insurance
- Disabled workers
- Disability payments
- Workmen's Compensation

37. Arrange a visit to a local Social Security office. Pupils who do not already have Social Security numbers may fill out applications.

38. Schedule a visit to the local office of unemployment compensation. Discuss the age at which a person is eligible for such compensation and how to apply for it.

39. Discuss the following:

    a. The meaning of taxes and their benefits.

    b. The need for and benefits of Social Security.

    c. The benefits of insurance.

    d. What happens when people do not file and pay their income taxes.

    e. The benefits of Social Security.

40. Arrange visits to the following:

    a. The Work Permit office, to acquaint pupils with its location and procedures for obtaining a work permit.

    b. The Bureau of Vital Statistics, to acquaint pupils with procedures for obtaining a birth certificate.

41. Permit class members to practice filling out various application forms for getting a job.

    a. Ask each pupil to fill out simple application forms used in applying for various jobs at school.

    b. Request that each pupil complete and keep a simple personal data sheet in his notebook. This sheet may include such information as the following:

    - Name
    - Address
    - Birthdate
    - Place of birth
    - Parents' full names

REVIEW OF CHAPTER

Summary of Words You Should Know

Do You Know These Words When You See Them?

1. future	6. personality	11. Los Angeles	16. agencies
2. job	7. skills	12. industries	17. pay
3. occupation	8. employment	13. government	18. check
4. vocation	9. neighborhood	14. worker	19. labor
5. career	10. work	15. public	

Can You Spell These Words?

1. job
2. work
3. Los Angeles
4. worker
5. pay

Write the correct job title under each picture below.

Tell something about the duties of each job.

CHAPTER X

MAKING PROPER USE OF LEISURE TIME

USE OF LEISURE TIME

THE INDIVIDUAL AND LEISURE TIME

USE OF LEISURE TIME

Point of View

It is the teacher's responsibility to introduce the educable mentally retarded child to a variety of activities which he can use to occupy his leisure time constructively. He must be taught skills which will enable him to participate successfully in these activities. In addition, he must be acquainted with facilities in his community that will afford lasting leisure-time pursuits.

One of the reasons that the EMR pupil must learn how to engage in free or inexpensive leisure-time activities is that he will probably always be a low-wage earner. He will not often be able to afford the price of admission to movies or sports events. The pupil must learn to select, appreciate, and participate in leisure activities that are not dependent on a high degree of intelligence. When he has learned to use leisure time wisely, he will not be as likely to use it in ways that are detrimental to society.

To function successfully in society, then, the educable mentally retarded child must be helped to see opportunities in his neighborhood, in the community, and at home that will extend and enrich his use of leisure time.

Expected Outcomes

- Learn ways of selecting and participating in desirable forms of recreation.
- Learn a variety of constructive activities that can be used to occupy his leisure time.
- Learn about community facilities that will afford opportunities for lasting leisure-time pursuits.
- Overcome obstacles which may prevent participation in worthwhile leisure activities.

Suggested Learning Experiences

1. Have pupils add new words to their word list.

   recreation
   leisure time
   enjoy
   fun
   events

2. Instruct class members to prepare a chart listing community facilities for leisure-time activities. This chart may be used to stimulate pupil interest in joining community organizations and activities.

3. Develop a variety of quiet games that can be used during leisure-time periods at school.

4. Discuss some ways in which to spend leisure time when alone, such as:

   - Reading
   - Cooking
   - Gardening
   - Sewing
   - Crafts

5. Assign pupils to report on a sports event that has been broadcast by a television or radio station. Sports may include:

   - Bowling
   - Football
   - Basketball
   - Baseball

6. Assign class members to read about the meaning of recreation. Afterward, lead a class discussion of the topic.

Meaning of Recreation

Recreation means to use leisure time well and to have fun.

7. Discuss the ways in which recreational activities help to satisfy the needs that all people have. Such needs include:

   - Love
   - Sharing interests
   - Acceptance
   - Encouragement
   - Someone to listen
   - Friendships
   - Time for quiet and solitude
   - Discipline
   - Self-realization

8. Encourage class members to talk about ways in which their families have fun together. Help pupils to develop a "chart story" based upon this discussion.

9. Plan a sing-along sessions for the class.

   a. Invite other classes to participate.

   b. Invite pupils to lead the group in singing their favorite songs.

10. Discuss radio and television programs.

   a. Encourage the class to develop a list of interesting television programs.

   b. Arrange for pupils to view interesting television programs in class.

   c. Bring to class copies of television guides. Help pupils to practice selecting programs.

11. Arrange a field trip to neighborhood stores, shopping centers, or "downtown" so that pupils may enjoy seasonal decorations and displays. Encourage the pupils to talk about the things which they enjoyed most.

12. Discuss how caring for plants or pets is an enjoyable leisure-time activity. Point out why care must be given plants and pets to keep them beautiful and healthy. Ask pupils to volunteer in taking turns caring for classroom plants or pets.

13. Plan a weekly storytelling time.

   a. Instruct pupils to cut pictures from magazines and to show them to the class. Ask pupils to tell what they believe is the story behind each picture.

   b. Read a story in the class and have them draw pictures of the part of the story which they enjoyed most.

14. Schedule a field trip to a zoo.

   a. Help pupils to draw pictures of animals.

   b. After the visit to the zoo, assign pupils to obtain from the library information about the animals which they saw.

15. Lead discussions of the following:

    a. Types of activities which are suitable for indoor and outdoor activities. The pupils may compile a list of these activities to summarize the discussion.

    b. Techniques that are helpful in conducting an interesting group discussion. Consider the importance of listening carefully to the person who is talking.

16. Ask each pupil to report on one activity that he enjoyed during a weekend, such as:

    - Visiting a shopping center
    - Taking a bicycle ride
    - Going to some point of interest
    - Going to the park
    - Viewing a television program

17. Discuss with the class "do's" and "don'ts" when visiting in the homes of friends. Arrange for pupils to roleplay situations in which the correct behavior is demonstrated. Point out what a visitor should do when the family supper hour arrives.

18. Help pupils learn to play quiet competitive games in class, such as:

    - Dominoes
    - Checkers
    - Chinese checkers
    - Jacks
    - Others

THE INDIVIDUAL AND LEISURE TIME

Expected Outcomes

- Take a more self-directed part in school and club activities.
- Join and participate in organized community groups.
- Develop personal hobbies.
- Enjoy the outdoors as a way of profitably using leisure time.

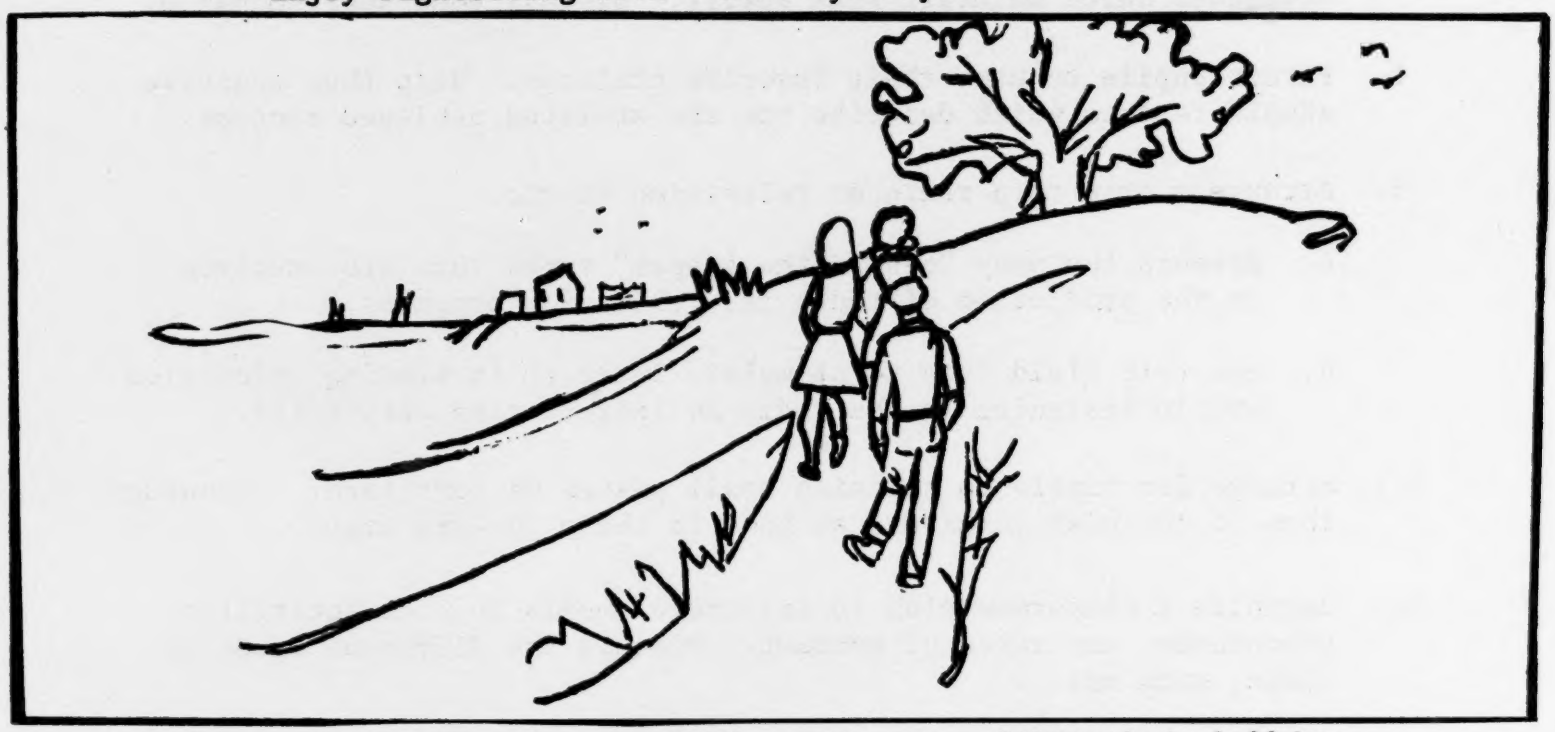
Suggested Learning Experiences

1. Have pupils add new words to their word list.

fishing	hobby
hiking	club
camping	dancing
reading	park
outdoors	picnic

2. Discuss the enjoyment that can be gained by learning to appreciate the outdoors. Point out the values of learning to:

   - Develop skills in fishing.
   - Enjoy camping and hiking under supervision.
   - Enjoy growing plants and doing yard work under supervision.
   - Enjoy sightseeing with others by bicycle or car.



3. Plan a class hobby show in which pupils may exhibit their hobbies.

   a. Let pupils discuss their hobbies and tell why they enjoy them.

   b. Invite other classes to visit the display.

   c. Present a simple award for each entry to stimulate interest in maintaining hobbies.

4. Organize a "Do-it-Yourself" booth in the classroom.

   a. Ask pupils to bring to class scrap materials suitable for projects.

   b. Provide simple written directions for completing projects.

   c. Display pupils' work to encourage others to participate.

5. Provide a variety of jigsaw puzzles for class members to enjoy during free periods.

   a. Request that pupils keep a record of the time needed to complete a puzzle.

   b. Instruct them to compile this record in the form of a simple graph.

   c. Use this activity as a basis for developing the concept of improvement in self performance.

6. Discuss some safety rules that should be followed by anyone using a public swimming pool.

7. Assign pupils to roleplay situations to demonstrate the characteristics of a good team member. Request that they illustrate the kinds of attitudes which maintain team spirit. Discuss good sportsmanship.

8. Permit pupils to name their favorite athletes. Help them organize simple reports which describe how the athletes achieved success.

9. Arrange a trip to a radio or television studio.

   a. Discuss the many "behind the scenes" tasks that are involved in the production of radio and television programs.

   b. Use this field trip to stimulate interest in viewing television and in listening to the radio as leisure-time activities.

10. Arrange for pupils to refinish small pieces of furniture. Encourage them to refinish furniture at home in their leisure time.

11. Organize a classroom club to introduce pupils to club activities, procedures, and rules of conduct. Discuss the different kinds of clubs, such as:

    - Service clubs
    - Hikers' clubs
    - Hobby clubs
    - Record clubs

12. Arrange for pupils to attend school plays and programs. Develop lessons around the programs.

13. Familiarize pupils with the amusement and entertainment section of the newspaper. Point out why some entertainment is classified for adults, families, young adults, and children. Help pupils to locate examples of each type of entertainment.

14. With the class, develop a list of topics which may be used for weekly group discussions. (Read Schools Without Failure, by Glasser.) This activity may be used to help pupils improve their group conversational skills. Use such topics as:

    - Current events
    - School activities
    - Radio and television programs
    - Popular music
    - Styles of clothing
    - Famous people

15. Tell stories about the lives of entertainers, musicians, and composers. Play records which help pupils learn to appreciate, understand, and increase their interest in music.

16. Arrange after-school checker tournaments involving pupils from other classrooms. Help pupils to practice good sportsmanship.

17. Instruct class members to collect information about city-wide contests relating to such activities as:

    - Dancing
    - Fishing
    - Hiking
    - Flying kites
    - Racing
    - Playing with marbles

18. Help pupils to prepare scrapbooks on city parks, state parks, and national parks. Permit class members to cut pictures from newspapers and magazines and to collect postcards on parks. The Automobile Club of Southern California will provide literature on various parks.

19. Arrange for class members to present a skit on correct guest behavior.

20. Discuss things that can be done when entertaining a guest at home. Ask pupils to list ways of making a guest comfortable and to list ways of entertaining him.

21. Discuss dating as it relates to boys and girls who are completing junior high school. Discuss group dating activities sponsored by community organizations, such as:

    - Y.W.C.A.
    - Y.M.C.A.
    - Churches
    - Neighborhood centers

22. With the class, plan interesting classroom displays on leisure-time activities which will promote discussion. Discuss and define gang, crowd, and group popularity.

23. Arrange for pupils to visit places of interest, such as:

    - The public library
    - The art museum

24. Lead class discussions of such topics as the following:

    a. Procedure to be used in borrowing phonograph records from the public libraries.

    b. Recent films.

    c. Beauty of seasonal and daily changes in nature.

25. Request that class members prepare attractive scrapbooks which contain the words of school songs and cheers. Encourage pupils to illustrate their own books.

26. Arrange for weekly or monthly class dances. Permit pupils to practice the latest dances.

27. Encourage reading as a recreational activity.

    a. Ask pupils to present class reports about stories they have read.

    b. Read short stories to the class.

    c. Follow up the reading with discussions of characters, plots, settings, and situations.

REVIEW OF CHAPTER

Summary of Words You Should Know

Do You Know These Words When You See Them?

1. recreation
2. leisure time
3. enjoy
4. fun
5. events
6. fishing
7. hiking
8. camping
9. reading
10. outdoors
11. hobby
12. club
13. dancing
14. park
15. picnic

Can You Spell These Words?

1. enjoy
2. recreation
3. fun
4. dancing
5. hobby

Write Sentences With Each of the Words Below:

1. park
2. leisure time
3. events

Each of the sentences below is True or False. After each sentence, you will see the words True and False. If a sentence is True, circle the word True. If a sentence is False, circle the word False.

1. Recreation means to use leisure time well and to have fun.	True	False
2. It always costs money to enjoy your leisure time.	True	False
3. We can have fun at home with our own families.	True	False
4. It is fun to watch the changes in nature.	True	False
5. Knowing how to use leisure time correctly keeps us out of trouble.	True	False